DOCUMENT RESUME

ED 338 260 IR 053 809

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TITLE	Staff Development and In-Service Training in Academic Libraries: Planning, Implementation, and Evaluation for the MSU Libraries. Final Report.
INSTITUTION	Memphis State Univ., TN. Univ. Libraries.
PUB DATE	91
NOTE	87p.
PUB TYPE	Reports - Research/Technical (143)
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	*Academic Libraries; Attitude Change; College Libraries; Communication Skills; Employee Attitudes; Higher Education; *Inservice Education; Interviews; *Librarian Attitudes; *Library Personnel; *Library Services; Needs Assessment; Objectives; *Organizational Communication; Postsecondary Education; Program Evaluation; Questionnaires
IDENTIFIERS	*Memphis State University TN

ABSTRACT

This document constitutes the report of the activities of Memphis State University (MSU) Libraries Ad Hoc In-Service Training Committee, which was established in May 1991 to plan an entire day of training sessions for all staff in an effort to improve the quality of service given to the users of the library system. The report begins with a brief history of the library and discussions of ways to accomplish two inservice goals: improving in-library communication and staff telephone skills, and improving work place attitudes through improvement of staff relations with library users, other staff members, and departments, and the establishment of public service goals. Planning the program for a Staff Day to be held in August is then described, including the use of group interviews to assess staff training needs. The three most serious training needs identified by this assessment are noted, and the results of the evaluation of the Staff Day are briefly reported. Outcomes of the study are also described, and the brief narrative report concludes with recommendations, plans, and suggestions for future activities. The eight appendices, which constitute the major Part of the report, contains: (1) Memphis State University Libraries' Public Service Goals; (2) staff day planning documents; (3) the Staff Day program agenda; (4) needs assessment group documents; (5) the evaluation form, tabular data, and participants' comments; (6) the planning calendar; (7) staff day follow-up documents; and (8) the recommendations of the Ad Hoc In-Service Training Committee. (MAB)

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STAFF DEVELOPMENT AND IN-SERVICE TRAINING IN ACADEMIC LIBRARIES: PLANNING, IMPLEMENTATION, AND EVALUATION FOR THE MEMPHIS STATE UNIVERSITY LIBRARIES

AD HOC IN-SERVICE TRAINING COMMITTEE
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Final Report to Dr. Lester J. Pourciau, Director of Libraries
Written By
John E. Evans and Ann Denton

Memphis State University Libraries
Memphis, Tennessee
September 17, 1991

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Introduction

This document constitutes the report of the activities of the Ad Hoc In-Service Training Committee from May to September, 1991, including an account of the first Memphis State University Libraries Staff Day and a series of recommendations, plans, and suggestions for future activities.

Background and Perspective

While our sister institution, the Memphis/Shelby County Public Library and Information Center, has for a number of years closed the library once a year for a full day of training for staff, our library had spent only a few hours a year on orientation of new employees and intermittent hour-long staff development programs. The orientation phase consists primarily of familiarizing new employees with the library building and departments, providing checklists of essential information for department heads to convey to new staff members, and giving semi-annual walking tours of the branch libraries. For many years the MSU Library Staff Organization's Staff Development Committee planned programs that appealed to the staff's information needs or interests, e.g. emergency planning, serving the needs of the handicapped or international students, CPR.

In May 1991 the members of the Memphis State University Libraries Administrative Council, composed of the director, associate director, and all department heads, discussed the idea of planning an entire day of training sessions for all staff in an effort to improve the quality of service given to the users of the library system. This discussion culminated in the appointment, by the Director of Libraries, of four librarians to form the nucleus of an Ad Hoc Committee on In-Service Training Committee to plan such a day. Five additional staff members were subsequently invited to join the group.

To understand why Council members and administrators were eager to undertake new training initiatives one must review the last several years of the history of the library during which complaints were voiced by library users and library staff concerning many types of problems. The 1990/91 fiscal year was the third consecutive year of mounting financial problems when the operating and materials budgets were affected by inflation, price increases, disadvantageous foreign exchange rates, and campus-wide freezes on equipment purchases.

Many of the faculty complaints resulted from inadequate holdings of books and periodicals in specialized subjects during a period when the University administrators were stepping-up pressure on faculty to engage in more research. Staff concerns about the worsening financial situation proved to be legitimate, for in the subsequent budget three vacant positions were eliminated. While no staff members have forfeited their jobs, those who have resigned have not been replaced.

In this atmosphere the newly formed committee began its work. Initial discussions were devoted to assessments of staff morale and attitudes that affect public service activities. The committee met separately with the Director of Libraries and the heads of various library departments to try to determine what types of training would enable the staff to improve service to library patrons. The Director gave the committee verbal and financial support to proceed with a reasonable, initial training effort. The Committee at first considered hiring a professional to conduct a thorough "needs assessment" to identify the most crucial problems. There was more interest, however, in taking some positive action immediately rather than delaying while further study was made of the situation.

Committee members believe that the greatest resource is the staff. This observation is based on two factors: 1) the staff is well educated, well-intended, and capable; and 2) salaries represent approximately half of the annual budget. During a time when funds for purchasing books, journals, and equipment were scarce, staff training and development could be a means of improving what the library had: time and people.

The most logical time to close the university libraries for a whole day comes during the periods between semesters. Such an occasion presented itself in August following the summer commencement. Because there was not enough time to do a professional assessment and develop a program in the remaining three months, the Committee decided to forego further study and focus on topics that were common to all the discussions: communication skills and work-place attitudes.

Goals: Communication Skills

Library in-house communication had for several years followed well-established channels: minutes of the monthly Administrative Council meetings were circulated to departments; the Director issued an intermittent newsletter of notes regarding scheduling, kudos to staff, staff birthdays, and news items; the Staff Organization's Communication Committee compiled a semi-annual one page telephone roster; and the Campus Tower News appeared quarterly with a lead article on topics of professional interest and reports from each library department on activities or accomplishments of staff members.

While names of staff members in other departments could be found through the telephone roster, there was no convenient way to find out each person's specialization within the department. The Committee developed the idea for a staff telephone directory indicating areas of specialization. One Committee member volunteered to poll the staff for this information and from the data produced a beautiful new directory that was duplicated and given to every staff member.

Committee members also commented upon the advantages of expanding coverage of departmental news in the other existing in-house publications. Part of the final committee recommendations would deal with reminders to the department heads of the importance of being more expansive in reporting on activities and staff interests and accomplishments.

An additional communication issue that figured prominently in the planning for Staff Day was the need for staff training in telephone skills. The Committee took particular care to locate a speaker or an audio-visual presentation that covered not only technical aspects of phone usage but courtesy, manners, and more productive interactions with irate customers. A committee member previewed several films before finding an up-to-date, effective presentation.

Goals: Work-Place Attitudes

The Committee hoped that by focusing on employee attitudes we could: improve relations with the library users by giving the staff more training in providing instructive and creative use of library materials, e.g. "we don't have X, but Y and Z might be of use"; and better equip staff to handle stressful situations, effectively handle difficulties with patrons, and make better referrals to staff colleagues. Improving relations among staff members and departments was a subsidiary goal not immediately recognized in our charge but considered even in the most preliminary of discussions. While all departments do not directly deal with the public, staff in all departments do serve the needs of other departments and thus, indirectly, serve the public.

Even though the problems and possible solutions were numerous, the committee felt the need to narrow its responses. The importance of success in this endeavor, unprecedented and unusual in this organization's history, was a matter of concern for the committee, for attitudes toward future training efforts would be formed in this initial outing.

Establishing Public Service Goals

Early in its discussion the Committee identified the need to adopt uniform goals for public service. Members felt that producing such a document could serve as a catalyst for focusing attention on this crucial aspect of work-place attitudes. In recent years other committees had developed the nucleus of such goals and some departments had adopted their own versions, but a single statement had not been accepted for the entire staff.

Committee members edited earlier statements of public service goals and presented a draft to the Director of Libraries for approval. On August 20, 1991, the Director asked the Administrative Council to consider the document and edit or amend

it. After general discussion on its origins and content, the goals statement was endorsed without dissent (see Appendix A).

Staff Day Program Planning

Committee members, operating without a chair, volunteered to take on responsibilities for various parts of the program as topics were agreed upon. One member did a search of Library Literature for reports of library training programs developed by peer institutions. Another gained access to a list of speakers that had been engaged by other campus groups for talks on similar topics. Another contacted an out-of-state librarian who has gained a reputation for program presentations on staff interactions with patrons. When these committee explorations uncovered a Memphis State faculty member who had made numerous presentations to groups on the subject of work relationships, a member was dispatched to discuss with him our staff needs.

Dr. Dennie Smith, Professor in Memphis State University's Department of Curriculum and Instruction, specializes in instructional design, creativity, and simulation systems. He has published several books, the latest in 1990, entitled Special Studies: Detecting and Correcting Special Needs. He has conducted over 650 seminars for schools, business, government, and professional associations. He recommended for use as a central component of the afternoon's program a self-scored and self-interpreted testing instrument that identifies behavioral styles: the Personal Profile System. The Committee reviewed his suggestions, concurred with the appropriateness of the topic and methodology, and negotiated for his appearance as the featured speaker for August 12th.

In an effort to give some variety to the day's programming, to impart some factual knowledge of library services, and to test some ideas for future training topics, small group sessions were organized. Utilizing two films and expertise on the library staff, three seminars were planned. A week before the program, library staff members were given the opportunity to choose to attend one of the following sessions: 1) films entitled Telephone Manners and Problems, Problems, and Less Problems with follow-up discussion moderated by two staff members; 2) seminar on "All You Wanted to Know About CD-ROMs but Were Afraid to Ask," by two librarians; and 3) two shorter programs on "Your Regional Salvage Service: the Mississippi Valley Collection" by the curator of the Special Collections Department, and "Books, Lies, and Documentation: Teaching the User How to Understand What He Wants" based on research by two staff members.

Even though the Committee opted not to employ an outside consultant to prepare a training needs assessment, there was some sentiment that there could be value in having the staff engage in its own assessment. To that end a committee member with some training in this approach offered to lead such a group at the planned Staff Day. A week before the program department heads were asked

to nominate one member of their staff to participate in this effort. This session was scheduled to run concurrently with the seminars described in the previous paragraph. At the conclusion of the seminars, a reporting session was scheduled for the Needs Assessment Group to let everyone know what a cross-section of their colleagues perceived the greatest needs to be. An expanded discussion of the methodology and outcome of the group follows in another section of this report. The complete report can be seen in Appendix D.

Upon hearing of the plans for Staff Day, the Director of the Center for Instructional Service and Research (CISR), an agency that is housed in the library but not an administrative part of it, asked to join the library staff in the program and was welcomed by the Library Director and the Committee. The Center houses the University's audio-visual media in its Learning Media Center.

The current total of full-time library employees is 105, and the CISR staff numbers 10, for a grand total of 115 possible participants. Thirteen did not attend for reasons ranging from long-standing vacation plans to maternity and extended health leaves. The Committee was well pleased that 89 percent of the combined staff (90 percent of the library staff) attended. To facilitate the addressing of memos, preference forms, session rosters, and name badges, one staff member created a database of staff names and departments and developed appropriate report formats.

By way of informing the staff of the plans for the Staff Day, three memos (see Appendix B) were circulated in the month prior to the event. The first announced the upcoming event and stated the reasons for planning such an activity. The second stated the options for the small group sessions and provided a choice sheet to return to the Committee. The third, sent the Friday before the day the training was scheduled, described the meeting in more detail and gave the staff last minute instructions on location of the meeting, food arrangements, and time.

Staff Day

To the delight of the committee the University made available the beautiful facilities of the Fogelman Executive Training Center for the day's activities. The staff of the Center was extremely helpful in planning the room arrangements and food service. Welcome posters greeted the staff upon their arrival in the lobby of the Center along with name badges and packets of information containing the program, the public service goals statement, the expanded staff telephone directory, and an evaluation form for the whole training session. Refreshments were provided by the library during the session breaks. A three-dimensional computer animation of the plans for the proposed library building was available for viewing in the lobby.

On the day of the program the committee members were understandably nervous--eager that all would go well. Many of the staff members arrived in their best attire, attesting to the fact that they felt it was a special occasion. With name badges to associate names with faces, the 103 library and CISR staff members talked and visited easily before and between the meetings. Some were known to have canceled or postponed vacation plans in order to attend. No group luncheon was planned, but some departments arranged to have lunch together at nearby restaurants, and some staff joined the Library Director and guest speaker for lunch in the Center's dining room.

As the first MSU Libraries Staff Day program evolved it took on the form reminiscent of any other professional meeting (see Appendix C). The schedule for the day opened with the appearance of the new president of the University, Dr. V. Lane Rawlins, who not only made a brief address but entertained questions from the staff for about forty-five minutes. The Director of Libraries made some introductory remarks to the staff on the importance of the day to the effective work of the library within the university community. After a break for refreshments, the small groups convened. Just prior to the lunch break in a second general session the moderator of the Needs Assessment Group reported the results of the members' deliberations.

Dr. Dennie Smith began the afternoon session with pertinent comments on important issues in the work place: quality, excellence, rewards, responsibility, rights, conflict resolution, and interdependence. Using the metaphor of a ship at sea, he asked staff to remember how vital it is for the crew to not only know the captain, but also to know themselves and each other to be prepared for calm or turbulent times. Furthermore, to continue the maritime metaphor, a ship needs one captain, a few executive officers, a large, skilled crew as well as a passenger cohort. Each individual or category of individuals fulfills an essential role. A ship with nothing but captains is as lost at sea as a vessel with only passengers. Each is needed for the unique, special, and valuable contributions which assure a successful voyage.

To give participants an opportunity to know themselves somewhat better, Dr. Smith used the Personal Profile System instrument. It explores an individual's needs, motivations and behaviors through self-recording, self-scoring instrument. After responding to a series of forced-choice word groups indicating "most" like and "least" like characteristics of themselves, participants scored their own tests and learned the dominant behavioral styles toward which they tend. While not a psychiatric or psychological diagnostic instrument, the profile is useful for illuminating the diversity of personal behavioral styles demonstrated by individuals in the work environment, their characteristic responses to stress or challenge in the workplace and their "historical" patterns developed over the course of their life experiences. Understanding self and others is presented as an essential element for successful group dynamics and work environments.

Dr. Smith's insights and comments were well received to the sometimes amused and generally profound enlightenment of nearly all who participated. While some discovered they were domineering, some influencing, some cautious, and some creative in their basic behavioral styles, all were recognized for their contributions. Through successively elaborate and in-depth analyses the participants came to the realization that success arises from the mixing and balancing of the four basic types, not the emphasis of one over the others. Recognizing the basic style of each individual was effectively coupled with accepting what each style needs as complimentary and supporting influences.

While this session served as an effective introduction to type-based behavioral assessment, the implications and elaborations of these findings were, unfortunately, omitted due to time constraints. Many staff have voiced interest in formally, or informally, expanding on these discussions in the future.

At the conclusion of the afternoon session a committee member expressed gratitude to the speakers, Library Director, committee members, and others who had contributed to the success of the day. Staff members were asked to evaluate the quality and content of the day's activities of the day and suggest topics for future training sessions. Responses were recorded on a Leikert-like attitudinal scale with responses ranging from strongly agree to strongly disagree. More details on the results of the evaluation are given in a later section of this report. A copy of the evaluation form can be seen in Appendix E.

In the week following Staff Day one committee member assumed responsibility for writing the requisite letters of appreciation to all who contributed to the success of the program. Samples of these follow-up efforts are in Appendix G.

Needs Assessment Group

As stated previously, one interest of the committee was the discovery of perceived needs of the staff for future training and development activities. Without opportunity for survey and interview through the objective or anonymous means of a questionnaire or survey instrument, it was decided to make use of the group interview technique to gauge the depth of the staff needs and to gain some sense of the scope of problems. Furthermore, the intention of using this technique was to uncover the latent needs that might not otherwise be expressed.

The procedure selected was a modification of standard group process work (known to some as a focus group). For optimal interaction a group of 9 to 15 is preferable. The solicitation of nominations for participants was discussed in the section on Staff Day Program Planning. Documents related to the work of the Needs Assessment Group are assembled in Appendix D.

The criteria for participant selection were left largely to the discretion of the department heads, though the consent, indeed the desire, to participate was cited as a characteristic that would greatly facilitate the process and improve the quality of the overall project. Because this was to be an active group process, individuals who are themselves active and involved were sought. The members of the In-Service Training Committee were disallowed.

The thirteen nominees, representing all but one of the library departments, received some instructions to introduce the activity and the concept: no prior preparation was required; participants were to be free to bring or take notes; any ideas introduced would become group ideas; no mention of who said what was ever to be made; and there should be no hesitation to mention problems.

As the purpose of the meeting was to identify the "perceived" training and education needs, participants were to base their responses on what they had seen or done, what they had heard others mention, comments they had heard, questions they had or problems they had experienced. The task of the group would be to combine the ideas of the group into a list of goals, in priority order, that would then serve as a guide for staff training and service development in the future. The group interview process would be an important step in the new training initiative, and the results would be reported to the library staff at the close of the morning session. Subsequently, the report would be presented in written form to the Director for follow-up action.

During the hour and a half the group met together, the facilitator kept the discussion moving, helped clarify statements as needed, and kept track of the time, while another faculty member served as recorder, noted ideas and organized them for further review. Neither the facilitator nor the recorder were to direct the discussion or comment on the ideas or needs expressed, but simply to ensure that the open discussion continued.

Half the group's time was spent on the identification of training needs; one-sixth on combining related ideas; one-sixth on identifying training methods appropriate to the needs; and one-sixth on arranging the needs in priority order.

Needs Assessment Results

The group decided upon eleven serious training needs. The three identified as most important were: 1) the staff should be encouraged to "go the extra mile" in their dealings with the public; 2) the staff should learn to develop pro-active relationships with the clientele, not waiting for the user to raise a question, but rather to seek to intervene, establish visual, verbal, or physical contact as appropriate to the circumstances as an overt gesture of introduction, initiative, or welcome; and 3) the library should develop a new, revised, and expanded program of training for all staff to inform and train the staff

thoroughly in the systems and services of the library, with particular attention to the conduct of public service interviews and service delivery.

Interestingly enough, many of the ideas (all of which are identified in Appendix D) do not require the expenditure of funds, but rather speak to changes in attitudes or patterns of behavior in the staff. The full rank-order list of training needs as decided upon by the Needs Assessment Committee has been presented to the Director and the Administrative Council for further action.

Evaluation of Staff Day

The many verbal expressions of satisfaction with the day's activities from staff departing at the close of Staff Day was gratifying. Committee members genuinely anticipated the tabulation of the evaluation forms, eager not only for some personal sense of gratification for the effort invested in the first large-scale training, but also for some direction in planning for the future. Fortunately, members were not disappointed. Copies of the evaluation form, statistical tabulation, and comments can be seen in Appendix E.

The questions eliciting the staff's reaction to the day as a whole showed that of the 102 attendees, fully 95 percent were satisfied with the days activities; only four percent felt neutral about the day, and none professed disappointment. Similarly, 95 percent agreed or strongly agreed that the day had been conducive to learning. Eighty-eight percent thought it would help them do their jobs better; 94 percent believed it to be a practical program; and 91 percent felt it met the stated objectives.

The extremely high approval ratings dropped somewhat when it came to the communication of objectives prior to the Staff Day program. Seventy-eight percent professed prior understanding of the objectives, leaving 22 percent that were presumably unsure of what would happen or be accomplished. When questioned about whether they knew over half of the information before to attending the meeting, 41 percent of the participants felt that they did, 38 percent said they did not, and 20 percent were neutral. More investment of effort into effectively communicating objectives of the training sessions might have prevented apprehension and improved the learning environment for some participants. Also, more consideration might be given in planning sessions for future programs to the familiarity of the subject content of the sessions.

In evaluating Dr. Dennie Smith, the principal speaker who addressed behavioral styles and interactions in the workplace, 90 of 94 respondents felt he was knowledgeable and explained his points well. In fact, fully 67 percent and 59 percent respectively reported feeling "strongly" on these points. In the comments sections of the evaluation many participants lauded Dr.

Smith for his presentation and for his usage of the Personal Profile System.

Except for the 15 people assigned to the Needs Assessment Group, all other staff attended the small morning group marked as first choice. The films drew the largest crowd, 49, and received a 93 percent approval rating. The dual session on the Special Collections Department and bibliographic citation was attended by 21 people, 89 percent of whom approved of the usefulness of the content. Seventeen attended the CD-ROM session with 70 percent giving approval. The Needs Assessment Group was obviously favorably received, chosen by several attendees as the thing they liked best about Staff Day.

While not intended to be a scientific or quasi-scientific study, the survey is useful as a means of clarifying and eliciting the staff's response, concerns, and interests in future training programs. Based on the responses, the Committee concludes that virtually all staff are strongly interested in improving their work lives, respond well to training and development activities, and left these initial sessions with a strong interest in more.

Outcomes

It is much too early to see the implementation of many ideas emanating from Staff Day, but some immediate outcomes have been observed. The response of the library administration has been most encouraging and is represented in several ways. First, the Director presented to the Administrative Council the "Public Service Goals" developed in the committee process. He asked the group to endorse that document, its content and intent as the Libraries' public service policy to be promulgated by and for the benefit of the staff and users. With some general discussion and absolutely no dissent, the policy was adopted. The Administrative Council also formally endorsed the "American Library Association Code of Ethics," an action that might have happened anyway, but serves to reinforce the ideas and issues of the day.

The Administrative Council, at the suggestion of the Associate Director, proposed that it be the medium to implement worthy ideas from the Needs Assessment Group. The council is well positioned and quite interested in supporting and providing appropriate responses to these legitimate needs.

The Director has revived the New Staff Orientation Committee to target this specific employee group. This effort will assist department heads in orienting newly hired staff to the main and branch buildings and should extend the new employee's sense of the library and their role in the organization.

The development of a "User Communication Form" for patrons who do not get problems solved during a visit to the library is a direct outgrowth of one of the films shown at Staff Day. To increase the inter-departmental communication the Administrative Council

has increased the frequency of meetings from monthly to twice monthly. Department heads have also been encouraged to be more forthcoming on activities of general interest.

Departments have already begun to respond by improving their own procedures and in particular are addressing problems associated with relying on large student worker populations. One department that previously had an aggressive student training process has redoubled its efforts in this regard, preparing printed instructional materials, convening telephone etiquette workshops, and explicitly teaching all student employees how to effectively make use of the online catalog system. These materials and efforts are directly traceable to the effects of the Staff Day programming. As one longstanding employee was heard to say, "I'm more aware of what I am saying [to the library users] and how I must sound and appear to them."

Conclusion

Committee members worked together beautifully and attended to dozens of details, but there were some things that could have been improved upon. To the planning calendar compiled for future large-scale training efforts (Appendix F), the following items are added: give more forethought to improving the experience for handicapped employees; count for sufficiency of seating in all meeting rooms; ensure that the caterer arranges the refreshments to avoid long serving lines; and invite a graphic artist to be a member of the planning committee for better presentation of posters, announcements, programs, etc. Also, some staff members expressed a wish for more activities with people outside their own department.

The Committee is offering to the Director of Libraries a series of recommendations regarding staff training (Appendix H). Of first importance is the establishment of a standing committee for the library to develop future Staff Day programs and promote training activities throughout the year. A basic charge and organizational framework are also suggested. If this basic recommendation is accepted, then there are several specific plans for training initiatives between now and May 1992. Some of the plans relate to continuing efforts to identify needs and finding the appropriate methodology to provide training to meet the needs. For starters, the two films shown on Staff Day will be scheduled for showing to all other staff members who did not attend the film session. An important recommendation relates to the creation of a forum for all library supervisors of student employees to permit the sharing of training ideas as well as administrative procedures.

Other recommendations relate to following up on the implementation of ideas from the Needs Assessment Group. Ways will be sought to instill in all employees, new and long-tenured, the laudable, intangible concept of "going the extra mile." One section of the evaluation form asked participants to rank by

their interest prospective topics for future Staff Day exploration. Ranking highest at 69 percent was programming aimed at developing and perfecting communication skills. Also ranking highly were personal growth and development, 64 percent; business etiquette, 62 percent; and public service opportunities, 60 percent. Cultural diversity at 58 percent and library automation at 55 percent rounded out the surveyed options. Other topics suggested in the comments section of the evaluation form related to inter-departmental issues that cause low productivity and low self-esteem; job evaluations and how they relate to raises; and getting to know other library departments and understanding their place in the library organizational structure.

Success of an endeavor such as the Memphis State University Libraries' Staff Day can be judged from many perspectives: the attendees, the planners, the administrators, or the institution. The feedback the Committee has received from the participants and the administrators (see Appendix G) has been almost uniformly positive. From an institutional standpoint the program represented a considerable expenditure of funds. Whether the good will generated through improved public service will be substantial enough to justify the expense is a topic that will likely be addressed only when a similar effort is proposed in the future.

While "euphoric" would be too strong a term to express the Committee's reaction to the staff's response to the in-service training effort, "well-pleased" seems too weak. The pleasure is not grounded in committee members' need for self-aggrandizement but in the camaraderie that welled up in the group activity. Responses of numerous staff members on the evaluation form to what they liked best witness to this phenomena: "unity," "spirit of cooperation," "positive move to better communication and interaction," "enthusiasm," "good group," "fellowship," "growth of camaraderie," and "togetherness." Two staff members reported that on the workday following Staff Day, two employees who had never spoken to them greeted them in a friendly manner.

One participant who obviously appreciated the friendly air of togetherness on Staff Day but knew it would be difficult to sustain opined, "Today it was "we;" tomorrow it will be back to "you and I"." While it is true that euphoric atmospheres dissipate rather quickly, nevertheless, the memory of such an shared experience takes on a powerful life of its own. The warm spirit of camaraderie from this one day can indeed serve as a good foundation on which to build better working relationships that in turn can positively affect the library staff's service to the public and to each other.

Memphis State University Libraries
Public Service Goals

The MSU Libraries are committed to providing effective and accurate access to information resources without prejudice to the subject, format, or access methodology, respecting the confidentiality, worth, and seriousness of purpose of the individual user. The intent is to:

- support the teaching, research, and service activites of the University
- provide access to information resources
- provide accurate information
- provide services in a timely, effective and equitable manner
- provide instruction in the use of the library, information resources, and services
- direct users to alternative sources of information that are external to and beyound the scope of the libraries.

In practice we will:

- serve the public in a friendly, courteous, approachable manner
- show concern for the patron and commit ourselves to helping the patron find the requested material or information
- develop the knowledge, skills,and competency necessary to provide good public service
- consult our coworkers and colleagues for assistance when necessary to provide the patron with the required data
- interact with the patron to discover what the patron actually wants
- maintain an atmosphere that enhances study and research
- acquire, process, and house materials efficiently to enhance public service, and
- consider every action to be a learning experience.

Memphis State UNIVERSITY

MEMPHIS STATE UNIVERSITY LIBRARIES

Memorandum

To: All Library Staff

From: Lester J. Pourciau
Director of Libraries

Subject: In-Service Training

Date: July 23, 1991

The satisfaction of our "customers," the Memphis State faculty and students who use the library, is determined to a large degree by the encounters they have with our staff members. Whether in person or by telephone, users are forming opinions of the library as they interact with staff. Regardless of who the users are, or with whom they interact, we should all strive to respond in a courteous, professional, and timely manner. To this end, I have appointed an Ad Hoc Committee on In-Service Training. This group is composed of four librarians, Rita Broadway, Ann Denton, John Evans, and Ann Viles, and five library assistants, Deborah Brackstone, Carla Brooks-Green, Carol Lowry, Mary Pepin, and Delores Simon.

The Committee has made preliminary assessments of our training needs, checked recent literature to examine other library training programs, and talked to representatives of other libraries, training specialists, and members of our own staff. It, with the input of the department heads, has planned a program of varied activities to help us focus on the goal of polishing and improving our skills in serving our public. The first session is scheduled for Monday, August 12, 1991, between the summer and fall terms. The Library will be closed to the public for the entire day, with all staff working the schedule of 8:00 a.m. to 4:30 p.m. We will have speakers who will address the entire staff, small group meetings, and audio-visual programs. There will be breaks for refreshments and a "dutch-treat" lunch. We will meet in the Fogelman Executive Center, Rooms 218, 219, 308, and 315. All employees are required to be present for this program.

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STAFF DEVELOPMENT COMMITTEE
MSU LIBRARIES
Memphis State University

Memorandum

To: Library Department Heads and Branches

From: Staff Development Committee, MSU Libraries
Ann Viles, Music Library
Ann Denton, Acquisitions Department
Rita Broadway, Periodicals Department
Deborah Brackstone, InterLibrary Loan
Delores Simon, Periodicals Department
Mary Pepin, Government Documents
Carla Brooks-Green, Circulation
Carol Lowry, Music Library
John Evans, Reference/Microforms Department

RE: Preparations for Staff Day, 12 August 1991

Date: 26 July 1991

University faculty, staff and students as well as the general public are in the process of becoming informed of our closing on 12 August for Staff Day training and development activities. Those individuals with special needs or questions will be directed to contact individual departments or branches. The libraries will be closed all day and no staff will be present. Minimal coverage will be provided to admit mail and package delivery and to receive emergency phone calls through the Director's office. The computer system will be up.

Recommended things for you to do:

1. At the close of the day on Friday 9 August set your departmental phone to forward all calls to Circulation x2205.

2. Circulation answering machine will be formatted to answer with an appropriate message to the caller explaining the library closing and the resumption of regular interim hours on 13 August. The Director's office will be staffed by a student to receive EMERGENCY calls only following referral message from the Circulation answering machine.

3. Branch libraries should forward their calls to the respective departmental office for messages and information concerning opening hours the next day. You will be receiving appropriate posters for your library doors concerning the libraries' closing in the near future.

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4. Though difficult to anticipate efforts should be made to inform our contacts on and off campus that we will be closed. Student and Administrative Services have been informed.

5. Student employees should be rescheduled to other work days.

6. Other non-library activities and offices in the library buildings have been notified of the closing and their need to make appropriate arrangements.

This list is not meant to be exhaustive, but it is the best we have been able to come up with so far. Should you identify or anticipate any other problem areas, please communicate them to me or any member of the committee.

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COMMITTEE ON IN-SERVICE TRAINING
MSU LIBRARIES
Memphis State University

Memorandum
To: Library Staff

From: In-Service Training Committee, MSU Libraries
Ann Viles, Music Library
Ann Denton, Acquisitions Department
Rita Broadway, Periodicals Department
Deborah Brackstone, InterLibrary Loan
Delores Simon, Periodicals Department
Mary Pepin, Government Documents
Carla Brooks-Green, Circulation
Carol Lowry, Music Library
John Evans, Reference/Microforms Department

RE: STAFF DAY IN-SERVICE TRAINING 12 AUGUST 1991

Date: 1 AUGUST 1991

The final plans are in process of completion and we want to let you in on the details of the day. In general we have attempted to plan a full day of activities and meetings that will contribute to our personal and working lives. The meetings will be interrupted for coffee and "goody" breaks in the morning and a coffee break in the afternoon. A variety of activity options will be available for you to choose according to your interests.

REPORTING AND REGISTERING: On the 12th, all staff will report to Fogelman Executive Center. The first General Session will begin at 8:00AM in Room 219. Registration materials will be available at 7:30AM. For those of you who desire or need to arrive early, the Fogelman building opens at 7:00AM.
PARKING: Parking will be available for the day in the Psychology Lot, the Central Lot, and on the street. Mr. Vernon Spence, MSU Parking Manager, informs us that the parking garage will be open and as garage attendant training will be underway that day the $2.50 parking fee will be waived.
SMOKING: All meetings and assemblies will be non-smoking, though there will be opportunities for smoking breaks in designated areas or outside the building.
MEALS: No mid-day meal will be provided; however, you will have several options. Tiger Den in Jones Hall will be open for lunch as usual. Brown bag lunches can be brought and refrigerated at Fogelman. Last, but certainly not least, the Executive Dining Room at Fogelman serves an excellent luncheon. To eat at Fogelman you must inform Carol Lowry (x2330) by 12:00 noon on 7 August. The cost for the Fogelman lunch is $12.00 paid at the 3rd floor hotel desk in advance of the meal.

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NOTES AND WRITING MATERIALS: No writing materials will be provided for the day but you may wish to bring note-taking and writing materials with you. Pencils or pens will be needed by you during the afternoon session.

In the near future, you will receive more detailed information about the variety of program offerings that will be available to you for the morning sessions. It is our hope that you will find these interesting, informative and useful in your personal development and work environment.

The Ad Hoc Committee on In-Service Training has tried to anticipate and plan for all your needs and comforts. We will be the first to acknowledge that we may have overlooked something; do not hesitate to contact any of us (as listed above) if you have any questions or concerns.

JE:SDCPLANS.M81

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TO: JOHN EVANS
RETTESCI

FROM: Ad Hoc In-Service Training Committee, MSU Libraries

DATE: August 6, 1983

The attached memo outlines the program for the Staff Day planned for August 12th. After reading the memo, please indicate below your first, second, and third preferences for the morning group sessions.

Please return this form to LaNelle Gay in the library office by noon on Wednesday, August 7th. The registration packet you will receive on August 12th will identify the session you will be attending.

☐ Film & discussion: Telephone Manners; and Problems, Problems, and Less Problems (on problem patrons)

☐ All You Wanted to Know About CD-ROMs, but Were Afraid to Ask

☐ Your Regional Salvage Service; and Books, Lies, & Documentation

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BEST COPY AVAILABLE

IN-SERVICE TRAINING COMMITTEE
MSU LIBRARIES
Memphis State University

Memorandum
To: Library Staff

From: In-Service Training Committee, MSU Libraries

RE: Further Details for Staff Day 12 August 1991

Date: 5 August 1991

On Friday we learned that Dr. Rawlins will be present as our guest and opening session speaker. With some difficulty he was able to clear his schedule to be with us for this significant event. After the opening session there will be a coffee and refreshment break followed by small group sessions. On the attached sheet you can indicate your preference(s) of programs you choose to attend. Briefly your choices for the morning session are from the following three groups:

#1 Films and Discussion: "Telephone Manners" and "Problems, Problems and Less Problems" (dealing with problem patrons) with Jane Qualls and Carol Lowry

#2 "All you wanted to know about CD-ROM but were afraid to ask" with Betsy Park and Shuk-fong Lau.

#3 "Your Regional Salvage Service: The Mississippi Valley Collection" with Michelle Fagan

Followed By:

"Books, Lies and Documentation: teaching the user to understand what he wants" with Deborah Brackstone and Janell Rudolph.

Please return your preferences on the attached form according to the instructions on that sheet.

Lunch options have been mentioned previously. Additional thoughts: some departments are planning group lunches or making other plans. Your lunch period will be from 11:15 to 12:30.

The afternoon session is for everyone with Dr. Dennie Smith the featured speaker. Learn how to understand your personal behavior style and that of others to increase the quality of your work and personal life, communicate your ideas more effectively, and motivate yourself and others. The Personal Profile System used in the afternoon is a self-scored, self-interpreted instrument to identify behavioral styles. He has presented over 650 seminars on quality of work life, personal behavioral styles and effective organizational communication. Highly sought after by business and educational organizations you will find his presentation interesting, enjoyable and profitable for all.

Your day will end at 4:30PM

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IN-SERVICE TRAINING COMMITTEE
MSU LIBRARIES
Memphis State University

Memorandum
To: All Library Staff

From: In-Service Training Committee, MSU Libraries

RE: FINAL REMINDER AND LAST DETAILS

Date: 9 August 1991

This is the last reminder that on Monday, 12 August, the first ever, full day for staff training for the MSU Libraries staff will be held in the Fogelman Executive Center (at the southeast corner of Central and Deloach).

The first session will begin at 8:00AM on the second floor of the Fogelman Center, Room 219. Please arrive in plenty of time to pick up your name tag and registration packet and get seated before the beginning time. Stan Whitehorn, President of the Staff Association, will introduce our first speaker, MSU President Dr. V. Lane Rawlins.

For those of you who plan to bring your lunch, you may leave your brown bags (marked with your name) with the person at the registration table. These will be refrigerated and available to you as you leave the Second General Session. The Business Building across Deloach from the Fogelman Center has small lounge areas with vending machines on the second and third floors where you can comfortably eat your lunch. Immediately at the east entrance to the Business Building there are stairs and an elevator to these lounges.

We are looking forward to the learning experiences of the day and your participation in them.

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STAFF DEVELOPMENT COMMITTEE
MSU LIBRARIES
Memphis State University

Memorandum

To: Dr. John Cothern, Director, Administrative Services
Mr. Danny Felker, Assistant Director, Administrative Services
Custodial Services, Physical Plant and Planning
Mr. Charles Griffin, Student Life

From: Staff Development Committee, MSU Libraries
Dr. John Evans, Reference/Microforms Department

RE: Library Closing 12 August 1991

Date: 26 July 1991

Be advised that on 12 August 1991 the Main Library and all of its branches will be closed all day. Staff will not be present and the building will not be open for use or other access. All staff will be off-site for in-service training and staff development activities. We regret any inconvenience this may cause to your operations and your many affiliated contacts. Perhaps this fore-warning will allow suitable time for alternative planning.

Regular interim hours (7:45AM to 6:00PM) will resume on Tuesday 13 August. Thank you for your consideration of the foregoing. Should you have any questions or subsidiary problems do not hesitate to contact me, Dr. Pourciau or other members of the committee. I can be reached at x4485.

c: Dr. Pourciau
Ms. Annelle Huggins
SDC

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STAFF DEVELOPMENT COMMITTEE
MSU LIBRARIES
Memphis State University

Memorandum
To: Mr. Charles Holmes, Director, Media Relations

From: Staff Development Committee, MSU Libraries
Ann Viles, Music Library
Ann Denton, Acquisitions Department
Rita Broadway, Periodicals Department
Deborah Brackstone, InterLibrary Loan
Delores Simon, Periodicals Department
Mary Pepin, Government Documents
Carla Brooks-Green, Circulation
Carol Lowry, Music Library
John Evans, Reference/Microforms Department

RE: Library Closing 12 August 1991

Date: 26 July 1991

The MSU Libraries, Main Library and all Branches will be closed on 12 August for staff development activities and in-service training. We would appreciate your help in communicating this to the University and Memphis communities through your well established systems and contacts. Especially valuable in this context would be an appropriate message for those on "Hold" to campus phone numbers; we trust your judgement on the best ways to spread the word. Appropriate signs and notices are being communicated in our own domain, but we feel the assistance of your offices would be beneficial. A sample message follows:

> The Memphis State University Libraries, including all branches will be closed Monday 12 August 1991 for In-Service and Staff Development activities. The Libraries will resume their regular, interim schedule on Tuesday 13 August.

If you have any further questions or if I may clarify any of the foregoing, do not hesitate to contact me at 4485. Thank you for your assistance in this matter.

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STAFF DEVELOPMENT COMMITTEE
MSU LIBRARIES
Memphis State University

Memorandum
To: Library Department Heads and Branches

From: Staff Development Committee, MSU Libraries
Ann Viles, Music Library
Ann Denton, Acquisitions Department
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Deborah Brackstone, InterLibrary Loan
Delores Simon, Periodicals Department
Mary Pepin, Government Documents
Carla Brooks-Green, Circulation
Carol Lowry, Music Library
John Evans, Reference/Microforms Department

RE: Preparations for Staff Day, 12 August 1991

Date: 26 July 1991

University faculty, staff and students as well as the general public are in the process of becoming informed of our closing on 12 August for Staff Day training and development activities. Those individuals with special needs or questions will be directed to contact individual departments or branches. The libraries will be closed all day and no staff will be present. Minimal coverage will be provided to admit mail and package delivery and to receive emergency phone calls through the Director's office. The computer system will be up.

Recommended things for you to do:

1. At the close of the day on Friday 9 August set your departmental phone to forward all calls to Circulation x2205.

2. Circulation answering machine will be formatted to answer with an appropriate message to the caller explaining the library closing and the resumption of regular interim hours on 13 August. The Director's office will be staffed by a student to receive EMERGENCY calls only following referral message from the Circulation answering machine.

3. Branch libraries should forward their calls to the respective departmental office for messages and information concerning opening hours the next day. You will be receiving appropriate posters for your library doors concerning the libraries' closing in the near future.

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4. Though difficult to anticipate efforts should be made to inform our contacts on and off campus that we will be closed. Student and Administrative Services have been informed.

5. Student employees should be rescheduled to other work days.

6. Other non-library activities and offices in the library buildings have been notified of the closing and their need to make appropriate arrangements.

This list is not meant to be exhaustive, but it is the best we have been able to come up with so far. Should you identify or anticipate any other problem areas, please communicate them to me or any member of the committee.

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STAFF DEVELOPMENT COMMITTEE
MSU LIBRARIES
Memphis State University

Memorandum
To: Mr. Charles Holmes, Director, Media Relations

From: Staff Development Committee, MSU Libraries
Ann Viles, Music Library
Ann Denton, Acquisitions Department
Rita Broadway, Periodicals Department
Deborah Brackstone, InterLibrary Loan
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If you have any further questions or if I may clarify any of the foregoing, do not hesitate to contact me at 4485. Thank you for your assistance in this matter.

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IN-SERVICE TRAINING COMMITTEE
MSU LIBRARIES
Memphis State University

Memorandum

To: Dr. V. Lane Rawlins, President,
Memphis State University

From: In-Service Training Committee, MSU Libraries
Ann Viles, Music Library
Ann Denton, Acquisitions Department
Rita Broadway, Periodicals Department
Deborah Brackstone, InterLibrary Loan
Delores Simon, Periodicals Department
Mary Pepin, Government Documents
Carla Brooks-Green, Circulation
Carol Lowry, Music Library
John Evans, Reference/Microforms Department

RE: MSU Libraries Staff Day, 12 August 1991

Date: 5 August 1991

We are very pleased to learn that you will be able to join us on 12 August for our MSU Libraries Staff Day. Without qualification you were our first choice as our honored guest and tone-setting first speaker of the day. We believe that you share our purpose and goal, namely, that the ability of our staff to accurately and effectively represent Memphis State University is of paramount importance to us all.

This staff development day, dedicated to in-service training, skill-sharing and personal growth and development, is of unprecedented scope in our organizational history. Our staff exhibits great diversity in educational attainment and years of experience, yet, we are singular in our commitment to provide quality service to the university. It is our goal that this program, with your positive and supportive comments will set the tone for a day of growth and rediscovery of purpose. We hope this event inaugurates a yearly series of staff days and spurs more focused, small-group, skill-directed training throughout the years to come.

The time slot for you is 8:05AM to 8:25AM. Brief remarks would be appropriate, followed by your entertaining questions from the group. We welcome you to stay through the 8:45-9:15 refreshment break for informal conversations with the staff. We understand that you are likely needed elsewhere, but you would be most welcome for the entire day or any part thereof.

Again, thank you for agreeing to attend and participate. A copy of our draft program is attached for your information. Should you have any questions or comments do not hesitate to contact Dr. Pourciau or John Evans (4485).

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8:00 am - 8:45 am **General Session** (Room 219)

Moderator: Stanley Whitehorn (President, MSU Library Staff Association)

Dr. V. Lane Rawlins (President, Memphis State University)

Dr. Lester Pourciau (Associate Vice President for Academic Affairs and Director of Libraries)

8:45 am - 9:15 am Refreshments (Atrium)

Video Animation by Department of Art Computer Graphic Lab, Professor James Watkins

9:00 am - 10:30 am Needs Assessment Committee (Room 218)
(closed meeting)

9:15 am - 10:30 am **Small Group Sessions**

Room 219 - Films: "Telephone manners" and "Problems, problems, and less problems" with Jane Qualls and Carol Lowry

Room 308 - "All you wanted to know about CD ROM but were afraid to ask" with Betsy Park and Shuk-Fong Lau.

Room 315

9:15-9:50 "Your regional salvage service: The Mississippi Valley Collection" with Michele Fagan.

9:55-10:30 "Book, lies, and documentation: teaching the user how to understand what he wants" with Deborah Brackstone and Janell Rudolph.

10:45 am - 11:15 am **2nd General Session** (Room 219)

Needs Assessment Group Report with Dr. John Evans, moderator.

11:15 am - 12:30 pm **Lunch**

12:30 pm - 4:30 pm **Public Service Seminar**
with Dr. Dennie Smith

Learn how to understand your personal behavior style and that of others to increase the quality of your work and personal life, communicate your ideas more effectively, and motivate yourself and others.

The Personal Profile System used in this afternoon's session is a self-scored and self-interpreted instrument to identify behavioral style.

Dr. Dennie Smith, Professor, MSU Department of Curriculum and Instruction, specializes in instruction design, creativity and simulation systems. He has published several books, the latest of which is: *Special Studies: Detecting and Correcting Special Needs* (1990) ,and he has forthcoming articles in *Clearing House* and *Roeper Review*. He has conducted over 650 seminars for schools, business, government and associations, and currently is working on a beginning teachers project with Vanderbilt University and the National Education Association.

There will be an afternoon break.

The following persons gave invaluable assistance to this project: Samuel Brackstone, Robert L. Collier, Tom Foster, Donna Keel, Lester J. Pourciau, James Watkins and Stan Whitehorn.

Committee on In-Service Training: Rita Broadway, Carla Brooks-Green, Deborah Brackstone , Ann Denton, John Evans, Carol Lowry, Mary Pepin, Delores Simon, Ann Viles

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STAFF DEVELOPMENT COMMITTEE
MSU LIBRARIES
Memphis State University

Memorandum

To: MSU Libraries Department, Branch and Activities Heads
Ian Edward, Acquisitions
Annelle Huggins, Administration & ILL
Phil Smith, Cataloging
Evelyn Clement, CISR & LMC
Ann Viles, Music Library & Branches
Tom Mendina, Circulation
Theo Jones-Quartey, Engineering Library
Beth Baur, Government Documents
Rita Broadway, Periodicals
Betsy Park, Reference & Microforms

From: Staff Development Committee, MSU Libraries
John Evans, Reference/Microforms Department

RE: Participant Nominations for Needs Assessment Process

Date: 30 July 1991

As you may be aware, this year's Staff Development Day activities will include a group process needs assessment activity, the focus of which will be to develop a clearer picture of the staff training and development needs in the library from the point of view of the individuals involved. To that end a broad spectrum of library staff are hereby solicited for this activity. My request at this point is that each of you in the aforementioned distribution list nominate one person from the activity(ies) for which you have responsibility.

The criteria for selection I leave largely to your discretion, though the consent, indeed the desire, to participate would greatly facilitate the process and improve the quality of the overall project. Because this is an active group process, individuals who are themselves active and involved will find this a more comfortable venue in which to work. One other matter, the members of our Staff Development Committee are disallowed.

Please forward your nomination(s) to me on or before 7 August. If you have any questions or comments please contact me.

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IN-SERVICE TRAINING COMMITTEE
MSU LIBRARIES
Memphis State University

Memorandum

To: MSU Libraries Needs Assessment Participants
Jackie Fry, Acquisitions
Cathy Evans, Administration
Liz Buck, ILL
Bob Dalton, CISR & LMC
Anna Neal, Music Library
John Swearengen, Branches
Karen McKay, Circulation
Sharon Banker, Engineering Library
Larry Williams, Government Documents
Barbara Chenette, Periodicals
Joyce McKibben, Reference
Brenda Woods, Microforms
Ed Frank, Special Collections

From: John Evans, Convener/Facilitator

RE: INFORMATION FOR GROUP MEETING, 12 AUGUST 1991

Date: 8 August 1991

MSU LIBRARIES TRAINING AND DEVELOPMENT
NEEDS ASSESSMENT GROUP INTERVIEW PROCESS

PURPOSE:
The purpose of this meeting is to identify the perceived training and education needs for staff and service development. These are <u>your</u> perceptions of what is needed based on what you have seen or done, what you have heard others mention, comments you have heard, questions you have had or problems you have experienced. We will combine the ideas of the group in a listing of these needs; this listing will serve as the guide for staff training and service development in the future. This is an important first step in the process. This is only the beginning of what should become a continuous process that will grow and change over time.

GOAL & OUTCOME:
At the end of our session we will have compiled and prioritized a list of training and development needs. Appropriate training and development methods will be identified and suggested to address the needs. Support needs and incentives for staff participation will be identified and added to the list. These combined statements will be reported to the library staff during the Second General Session after our meeting; the same information will be reported to the appropriate library and university administrations for the development and implementation of action

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plans to meet these needs. The work we do, the ideas we generate and the needs we uncover will lead to a more effective and satisfying library work experience.

METHOD:
Our group will meet together in Room 218 (Fogelman) beginning at 9:00AM. We will be using what is called the group interview process (some people may know this as a "focus group"); our meeting will be an open discussion where you will have the opportunity to present needs you perceive. My role is to keep the discussion moving, help clarify the statements if needed, and keep track of the time. Dr. Pam Palmer will be with us to keep track of the ideas and record them on paper for our later review and discussion. We (Pam and I) are not there to direct the discussion or comment on the ideas or needs that you express; that is all your work. We will just push you along and watch the clock.

Our schedule will be as follows:

9:00-9:45	Needs presentation and clarification
9:45-10:00	Combine related ideas, group similar needs
10:00-10:15	Identify training methods, support needs and incentives for staff participation
10:15-10:30	Voting and prioritization of needs
10:30-10:45	Palmer and Evans compile report Evans reports to General Session

As you can see, we have a lot to do in a short period of time; that's why we emphasize the process and staying on the job.

PREPARATION:
There is nothing you need to prepare for, or bring to the session except your best thinking and good ideas. You are welcome to bring or take notes as you wish, though. Any ideas you introduce become group ideas; no mention of who said what is ever to be made. You are free to say what you think needs to be said. You should not be hesitant to mention a problem. If you have a need, comment or question, then some other person or department probably has the same need, comment or question.
As a way to start your thinking about this process, ask yourself the following questions: 1. What do I need to know to do my job better? 2. What would make my work more effective? 3. What would make my work more satisfying? 4. How could I be of greater service to the people I work with? 5. What services or activities do I think would help the students and faculty most? 6. List three things you think you could learn to do better?

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26 August 1991

Needs Assessment Group Participants

With the First Annual MSU Libraries Staff Day fresh in our minds I want to take this opportunity on behalf of the In-Service Training Committee to thank you for the excellent work you did to assure the success of the day's programming. More than 100 of the library staff members were able to attend and profit from the proceedings and enjoy the community of their peers.

You are to be specifically commended for your willingness to give up the other activities of the morning and participate in the Needs Assessment Group. Though our colleagues who attended the other sessions learned new and different things in which they had a personal interest, you participated in a session that will help us learn more about ourselves as a group of colleagues and prepare the way for future activities from which we will all benefit.

I knew my decision to ask for nominees from all of the departments was the right thing to do; however, I had no way of knowing what a good and dedicated group of library staff would be sent my way. The final report of the committee is still being prepared, but I can tell you that several of the recommendations we assembled and communicated have already been acted upon by the library's Administrative Council or other managerial and administrative units. I hope we continue to see good things come of this effort and that it will be repeated in the future.

We have every reason to believe that the success of this program, supported by your efforts and participation, will help ensure that these events will become recurring, annual activities for the library and encourage the development of further task-specific training throughout the library. Your fine contribution convinces us that the talent for, and dedication to staff development activities in this library is very real and something to be recognized and nurtured..

Sincerely yours,

John E. Evans, Ed.D.

cc. Dr. Pourciau
Department Head
File

MSU LIBRARIES
MEMPHIS STATE UNIVERSITY

REPORT OF NEEDS ASSESSMENT
CONDUCTED 12 AUGUST 1991
Prepared by John Evans
SEPTEMBER 1991

As part of the MSU Libraries Staff Day program of 12 August 1991, a group of library staff members, nominated by their department heads, met in a closed session to discuss public service training and development needs. The two hour process of discussion, priority setting and related deliberations resulted in the rank-order listing of needs which follows. Presented here with a minimum of discussion is the staff-generated list of needs. Some are clearly material needs that can generate an action plan or other appropriate action; other expressed needs are more intangible and indeed may rely on personal, internal commitment or behavioral change.

1. Staff should be encouraged to "go the extra mile" in their dealings with the public.

2. Staff should learn to develop proactive relationships with the clientele, not waiting for the user to raise a question. Rather the staff should seek to intervene, establish visual, verbal or physical contact as appropriate to the circumstances as an overt gesture of introduction, initiative, or welcome.

3. The library should develop a new, revised and expanded program of training for all staff to thoroughly inform and train the staff in the systems and services of the library. Such training would include training in the conduct of public service interviews and service delivery.

4. Develop better means of interaction between departments to improve knowledge of functions, services and personnel; add to this, develop the habit or practice of calling ahead on referrals and for introductory purposes.

5. Strive to present a positive image initially and on a continuing basis as a means of developing a better rapport with the users.

6. Management should exercise leadership to encourage appropriate actions and behaviors through well developed and articulated policy that is consistently applied.

7. Develop program and method of better referrals to external sources of information.

8. Develop program for better internal resource referrals.

9. Develop student assistant training program through supervisor's meeting and support.

10. Develop comprehensive policy and procedures manual as a useful and complete library staff resource.

11. Provide means for better branch library interaction with a) main library departments and b) with other branches.

COMMENTARY AND RESPONSES

When the voting and discussions came to an end the obvious conclusions included the observation that some collapsing of categories or "needs" was indicated. The only reasons for not doing so in the session included that 1) insufficient time was remaining and 2) the belief that the fuller the articulation allowed for greater expression of the concerns; no one was interested in an idea getting lost in a categorical shuffle. With that in mind some observations that are purely subjective, yet not without validity are available.

Clearly items 1, 2, and 5 speak directly to the individual staff members and the manner in which they choose from one moment to the next to exercise their duties and responsibilities. It is noteworthy that the staff needs assessed lead-off with a discussion of the individual's response to the work situation; that is, what the individual can do for the library and the library patron, not what the library or university should be expected to do for the employee. This is not an uncommon, altruistic response from people who are engaged in the public service enterprise. It is encouraging, though, to see these so highly placed as elements in our self-assessed needs. Other matters of notable concern such as the much delayed construction of a sorely needed new library building, or salary increases were not even mentioned in the group. Neither were the library collections, the integrity of which is seriously threatened by the manifold financial pressures common to all libraries. Though not one of us would disparage the need for better facilities and collections of research material, the focus of this group was clearly on the staff and their needs to perform and provide, not receive and benefit.

Item 3 relating to new staff training is the highest ranking need to which overt action should be addressed. Closely related to this is item 4 which addresses much the same problem though is directed toward existing staff. Both "needs" speak to the knowledge base of the staff. Without sufficient knowledge of the library systems, services and personnel resources the function of the individual, their department, and the library in general is in jeopardy. It is gratifying to note that as this entire process has progressed, merely the attention to the problem area set people to thinking about the matter. One notable example is that the Director of Libraries created the "New Staff Orientation Committee" to address the initial training and orientation needs

of the new employee apart from their task-specific assignments in the employing department. Similarly, but on a far larger scale, the committees recommendations address the problem of the existing staff, by way of proposing 1) development of a common body of knowledge needed by the staff at large, and 2) developing a library-wide document detailing the policies and procedures that are broadly applicable across the library structure.

Item 6 addresses the need for the management ranks, that is administration and department heads, to exercise leadership and enunciate clear policies to guide actions. To that we may add the need to address the need areas surfaced in this problem. There is more here than meets the eye, for the credibility of the process and the integrity of the library administration in the eyes of the staff becomes an essential element in the process itself. Several times, before and after the Staff Day and the Needs Assessment meeting, the comment was advanced that we should be prepared to hear the answer to our question, and that we should have the faith in the institution and organization that the needs and concerns will be formally addressed to the best of our collective abilities. That is, listen and act.

Items 7 & 8 which refer directly to the department-to-department interaction of the departments in the library is already being addressed in both formal and informal ways. Some of these activities are apparent in the committee's recommendation document (See Appendix H) and are already in effect; the simple, yet vastly improved, libraries' telephone directory clearly identifies responsible staff in the various departments. The practice of more frequent Administrative Council meetings and the increased pressure that Department Heads be more forthcoming about the news of activities and accomplishments in their respective domains are but two simple things that have come forward.

The committee's recommendations also include the provision for the future of itself as a committee which will begin the process of convening meeting of departmental training staff and departmental student supervisor's to assess these needs as well as gather the collective talents of these groups for the mutual benefit of all. In many ways these various efforts and the problem areas they address are related to Item 3 and the general level of knowledge with which the staff operates.

Item 9 addresses the need for better and more comprehensive student training and orientation. As previously stated, response to this identified problem is already in motion, not only library-wide through the convening of student training and supervising staff members, but also in individual departments which have begun, renewed or enlarged existing student staff training programs. An example of this training documentation is to be found in Appendix G.

Item 10, concerning the libraries' policy and procedure documentation, may well depend on Item 3 or vice versa. Reviving a project shelved in 1987, this activity will be, at best, an arduous undertaking, though we realize that it cannot be overlooked. Some may object to the eventual size of the document, but it will be a useful, if not essential, element in the establishment and perpetuation of effective operations.

Item 11 (i.e., better interaction and integration of branches and library departments) could probably be facilitated by Item 3, namely, better staff training and orientation. Placed rather low on the list, dead last, it is nonetheless important and can probably be effectively addressed through the orientation and training activities.

In general we may observe that the needs assessed do not reflect catastrophic conditions and the initial responses to them, while not easy, are not impossible. We have needs and responsibilities; but more importantly we have many resources upon which to draw. The cross-section of the library staff which is reflected in the Needs Assessment Group itself reflects the concern, commitment, and quality of the library staff as a whole. The singleness of purpose that is evidenced by this effort of the library as a whole may be the greatest single intangible resource that we have at our disposal. The answers to our collective problems cannot be provided by a single person, a small committee or even by a simple majority of the library staff. The answers we provide, the resources we develop, and the successes we achieve will emanate from the library staff as a whole. It will be a process that reveals itself over time. As time progresses we will be able to mark certain milestones in our journey. The important matter to remember in all of this is that we have begun the journey and we are all of one mind as to our destination.

MEMPHIS STATE UNIVERSITY LIBRARIES' STAFF DAY, AUGUST 12, 1991
EVALUATION/COMMENTS

To assist the In-Service Training Committee in planning future Staff Day programs, please respond to each statement below by making a circle around the number on the scale that most accurately reflects your opinion.

SA = Strongly Agree A = Agree No = No Opinion D = Disagree SD = Strongly Disagree

	SA	A	N	D	SD
1. I am satisfied with what I learned this day.	1	2	3	4	5
2. I believe what I learned will help me perform my duties better.	1	2	3	4	5
3. The information presented to me was practical.	1	2	3	4	5
4. The organization of the programs was conducive to learning.	1	2	3	4	5
5. I generally understood what the program was to be prior to attending.	1	2	3	4	5
6. The sessions met the overall stated objectives.	1	2	3	4	5
7. I knew over 50% of the information presented prior to attending.	1	2	3	4	5
8. The main afternoon speaker was knowledgeable of his topic.	1	2	3	4	5
9. The main speaker explained the content clearly.	1	2	3	4	5
10. The content of the small group sessions I attended was useful:					
a. Communication Films	1	2	3	4	5
b. Preservation of Library Material	1	2	3	4	5
c. Public Service Needs	1	2	3	4	5
d. Scholarly Communication	1	2	3	4	5

11. The thing I liked best about the Staff Day was:

_____

12. The thing I liked least about the Staff Day was:

_____

13. Please indicate other topics you think would be appropriate for future Staff Days?

VI = Very Interested I = Interested FI = Fairly Interested NI = Not Interested

	VI	I	FI	NI
a. University/Business Etiquette	1	2	3	4
b. Interpersonal Communication	1	2	3	4
c. Cultural Diversity	1	2	3	4
d. Library Automation	1	2	3	4
e. Personal Growth and Development	1	2	3	4
f. Public Service Opportunities	1	2	3	4
g. _____	1	2	3	4

14. Additional Comments:

_____

_____

STAFF DAY EVALUATION
TABULAR DATA

KEY: N = Number Responding
NA = Not Answering or Not Applicable
SA = Strongly Agree
A = Agree
NO = Neutral, No Opinion
D = Disagree
SD = Strongly Disagree

Note: Third line of data in each tally represents categorical responses either approval, neutral, or disapproval.

GENERAL COMMENTS ON THE DAY

1. I am satified with what I learned this day.

N	NA	SA	A	NO	D	SD
94	1	44	46	4	0	0
	1.06%	46.81%	48.94%	4.26%	0%	0%
			95.75%	4.26%	0%	

2. I believed what I learned will help me perform my duties better.

N	NA	SA	A	NO	D	SD
93	0	25	57	11	0	0
	0%	26.88%	61.29%	11.83%	0%	0%
			88.17%	11.83%	0%	

3. The information presented to me was practical.

N	NA	SA	A	NO	D	SD
92	1	26	59	7	0	0
	1.09%	28.26%	63.13%	7.61%	0%	0%
			92.39%	7.61	0%	

4. The organization of the programs was conducive to learning.

N	NA	SA	A	NO	D	SD
93	0	36	53	4	0	0
	0%	38.71%	56.99%	4.3%	0%	0%
			95.7%	4.3%	0%	

5. I generally understood what the program was to be prior to attending.

N	NA	SA	A	NO	D	SD
92	1	27	45	11	7	2
	1.09%	29.35%	48.91%	11.96%	7.61%	2.17%
			78.26%	11.96%	9.78%	

6. The session met the overall stated objectives.

N	NA	SA	A	NO	D	SD
93	0	36	49	7	0	1
	0%	38.71%	52.69%	7.53%	0%	1.08%
			91.4%	7.53%		1.08%

7. I knew over 50% of the information presented prior to attending.

N	NA	SA	A	NO	D	SD
92	2	15	23	18	30	5
	2.17%	16.3%	25%	19.57%	32.61%	5.43%
			41.3%	19.57%		38.04%

AFTERNOON SPEAKER & SESSION

8. The main afternoon speaker was knowledgeable of his topic.

N	NA	SA	A	NO	D	SD
94	1	63	27	1	1	1
	1.06%	67.02%	28.72%	1.06%	1.06%	1.06%
			95.74%	1.06%		2.12%

9. The main speaker explained the content clearly.

N	NA	SA	A	NO	D	SD
93	0	55	34	3	0	1
	0%	59.14%	36.56%	3.23%	0%	0%
			95.7%	3.23%		1.08%

INDIVIDUAL MORNING SESSIONS

10a. All you wanted to know about CD-ROMs.

N	NA	SA	A	NO	D	SD
20	74	5	9	6	0	0
21%		25%	45%		0%	0%
20 Attending		70%		30%	0%	

10b. Books, Lies, Documentation and your regional Salvage Center

N	NA	SA	A	NO	D	SD
26	68	8	15	3	0	0
28%		31%	58%		0%	0%
26 Attending		89%		12%	0%	

10c. Films on Telephone Manners and Problems, Problems...

N	NA	SA	A	NO	D	SD
43	51	22	18	3	0	0
46%		51%	43%	7%	0%	0%
43 Attending		94%		7%	0%	

10d. Public Service Needs

Data eliminated due to error in responses.

FUTURE PROGRAM INTERESTS

KEY: N = Number Responding
NA = No Answer, Not Applicable
VI = Very Interested
I = Interested
FI = Fairly Interested
NI = Not Interested

Note: Third data line in each category indicates group total according to level of interest.

N	NA	VI	I	FI	NI
13A. University/Business Etiquette					
N	NA	VI	I	FI	NI
94	22	27	31	11	3
	23.4%	28.72%	32.98%	11.7%	3.19%
		61.7%		11.7%	3.19%
13b. Interpersonal Communication					
N	NA	VI	I	FI	NI
94	18	30	35	10	1
	10.15%	31.91%	37.23%	10.64%	1.06%
		69.14%		10.64%	1.06%
13c. Cultural Diversity					
N	NA	VI	I	FI	NI
94	21	29	25	13	6
	22.34%	30.85%	26.6%	13.83%	6.38%
		57.45%		13.83%	6.38%
13d. Library Automation					
N	NA	VI	I	FI	NI
94	21	29	23	15	6
	22.34%	30.85%	24.47%	15.96%	6.38%
		55.32%		15.96%	6.38%
13e. Personal Growth and Development					
N	NA	VI	I	FI	NI
94	18	31	29	13	3
	19.15%	32.98%	30.85%	13.83%	3.19%
		63.83%		13.83%	3.19%
13f. Public Service Opportunities					
N	NA	VI	I	FI	NI
94	18	32	25	15	4
	19.15%	34/04%	26.6%	15.96%	4.26%
		60.64%		15.96%	4.26%

COMMENTS FROM EVALUATIONS OF STAFF DAY BY PARTICIPANTS
AUGUST 12, 1991

MORNING AND AFTERNOON SESSIONS

I liked best:

THE SMALL GROUP PRESENTATIONS, JOHN'S PEP TALK, AND DR. RAWLINS' REMARKS.

THE OPPORTUNITY TO HEAR THE PRESIDENT, TO SHARE OUR KNOWLEDGE WITH OUR COLLEAGUES AND DR. SMITH'S PRESENTATION.

THIS MEETING WAS VERY INFORMATIVE. I LIKE IT ALL.

I LIKED EVERYTHING.

THE ALL DAY EXPERIENCE.

IT WAS WELL ORGANIZED AND NEEDED.

THE SESSION.

I LIKED THE FILMS OF TELEPHONE MANNERS AND I THOUGHT DENNIE SMITH WAS AN EXCELLENT SPEAKER.

I liked least:

NOTHING.

NO DISLIKES.

NO LUNCHEON PROVIDED FREE.

TOO LONG. I FELT THAT ALL INFORMATION DID NOT APPLY TO ME.

GROUP SIZE WAS TOO LARGE.

THAT THE COST OF LUNCH WAS A BIT HIGH.

THE LENGTH.

NO RAISE.

IT WAS QUITE LENGTHY.

THE CHAIRS, BUT I DON'T LIKE MANY.

MORNING SESSIONS

I liked best:

DR. RAWLINS, THE MORNING SEMINARS, JOHN EVANS' NEEDS ASSESSMENT TALK.

I liked least:

AMPLIFIED SPEAKER AT SMALL MORNING PRESENTATION, NO MICROPHONE WOULD HAVE BEEN BETTER.

THERE WERE ONLY THREE TOPICS TO CHOOSE FROM.

LUNCH WAS TOO SHORT FOR THIS TYPE OF EVENT, ALSO TOO EARLY IN THE DAY.

NOT HAVING THE OPPORTUNITY TO ATTEND THE WORKSHOPS.

THE MORNING SESSION.

SMALL GROUP SESSIONS.

MORE VARIETY IN CONCURRENT SESSIONS.

MORNING BREAK, THE LINE WAS TOO LONG.

MORNING SESSION - PRESIDENT RAWLINS

I liked best:

THE PRESIDENT'S APPEARANCE.

MORNING SESSION - NEEDS ASSESSMENT GROUP

I liked best:

PUBLIC SERVICE NEEDS PRESENTATION.

NEEDS ASSESSMENT COMMITTEE MEETING.

NEEDS ASSESSMENT COMMITTEE EXPERIENCE.

MORNING SESSION - FILMS

I liked best:

THE FILMS, AND THE TWO WHO ADMINISTERED THEM.

AFTERNOON SESSIONS

I liked best:

THE AFTERNOON SESSION.

THE AFTERNOON SESSION AND PERSONALITY TYPES.

THE AFTERNOON SESSION.

DR. SMITH'S PRESENTATION, ESPECIALLY THE PERSONAL PROFILE SYSTEM.

THE AFTERNOON PROGRAM.

THE AFTERNOON SESSION.

THE AFTERNOON MEETING.

FIRST HOUR AFTER LUNCH. VERY INTERESTING. THE FIRST HALF OF DAY WAS TOO SIMILAR TO WHAT I DEAL WITH ALL THE TIME.

THE AFTERNOON SESSION.

THE AFTERNOON PROGRAM.

THE AFTERNOON SESSION.

I liked least:

THE AFTERNOON SESSION, IT DIDN'T SEEM VERY RELEVANT TO OUR WORK SITUATION.

THE AFTERNOON WAS A BIT TOO LONG.

THE VERY LONG PM SESSION.

AFTERNOON SESSION - DR. DENNIE SMITH

I liked best:

AFTERNOON SPEAKER AND PERSONAL PROFILE SYSTEM.

I ENJOYED THE KEY SPEAKER.

THE MAIN SPEAKER.

DENNIE SMITH.

DENNIE SMITH.

DENNIE SMITH'S PRESENTATION.

DENNIE SMITH.

THE SPEAKER AND HOW HE EXPRESSED HIMSELF AND WASN'T DULL.

DENNIE SMITH.

AFTERNOON SESSION - PERSONAL PROFILE SYSTEM

I liked best:

THE PPS TEST.

THE PERSONALITY PROFILE TEST.

PERSONALITY INVENTORY.

I liked least:

LAST HOUR WAS TOO LONG AND DRAWN OUT.

READING ALOUD WHAT WE HAD IN HAND TO READ TO OURSELVES.

TOO MUCH TIME ON THE PROFILE.

PERSONAL INSIGHTS

I liked best:

LEARNING ABOUT MY BEHAVIORAL PATTERNS.

THE CHANCE TO PURSUE POSITIVE GOALS.

SEEING EVERYBODY THAT WORKS IN THE LIBRARY ALL AT ONE TIME.

POSITIVE MOVE TO BETTER COMMUNICATION AND INTERACTION.

THE UNITY, DETAILED INFORMATION, POSITIVE SPEAKER AND POSITIVE FEEDBACK.

THE SPIRIT OF COOPERATION AMONG STAFF AND THE IMPORTANCE ATTRIBUTED TO THE DAY BY DEPARTMENT HEADS AND ADMINISTRATION. IF THEY DO NOT SEE THIS AS IMPORTANT, THE STAFF WILL NOT EITHER.

THE TONE WAS MUCH MORE POSITIVE THAN I EXPECTED.

THE ENTHUSIASM ON EVERYONE'S POINTS.

GETTING TOGETHER WITH ALL CO-WORKERS AND THE LONG LUNCH.

THE FELLOWSHIP WITH OTHER EMPLOYEES WITH THE COMMON DESIRE OF MAKING THE WORKPLACE AN ENJOYABLE AND BETTER PLACE TO WORK.

EVERYONE WAS FRIENDLY AND WANTED TO LEARN FROM THE MEETING.

INTERACTING WITH ALL LIBRARY EMPLOYEES.

THE OPPORTUNITY TO MEET AND WORK WITH OTHERS.

IT WAS VERY INFORMATIVE.

NICE TO GET ALL OF THE LIBRARY EMPLOYEES TOGETHER.

A GOOD GROUP TO COME.

RELAXED ATMOSPHERE.

IT WAS ALL THE INFORMATION WE WERE GIVEN AND THE CHANCE TO GIVE OUR OPINION ON THIS INFORMATION.

THE COMMITMENT OF ADMINISTRATION TO THE PROJECT.

THE GROWTH OF CAMARADERIE.

THE TOGETHERNESS.

IT WAS VERY INFORMATIVE.

THAT IT WAS INFORMATIVE AND VERY ORGANIZED.

EVERYTHING, IT WAS WONDERFUL.

EVERYONE WORKING AND THINKING TOGETHER.

IT WAS QUITE INFORMATIVE.

A TIME FOR ALL STAFF TO MEET WITH PURPOSE AND LEARNING.

I liked least:

NOT KNOWING ABOUT PARTS OF IT FAR ENOUGH IN ADVANCE IN ORDER REALLY FACILITATE THINGS.

THAT IT WILL BE JUST ANNUAL. SHOULD BE EVERY SIX MONTHS.

NOT ENOUGH INTERACTION TIME.

THAT WE WAITED SO LONG TO HAVE ONE.

SOME PEOPLE STILL DISTANCE THEMSELVES FROM THEIR CO-WORKERS.

ADDITIONAL COMMENTS:

APPRECIATION

I THOROUGHLY ENJOYED THE DAY AND BELIEVE THAT I RECEIVED VALUABLE INFORMATION.

I ENJOYED THIS FUN AND INFORMATIVE SESSION.

THANKS.

I APPRECIATE ALL THE WORK OF THE COMMITTEE AND DR. POURCIAU IN MAKING THIS PROGRAM POSSIBLE. WE NEED MORE.

THANK YOU IN GENERAL, AND SPECIFICALLY FOR NOT MAKING USE OF "ENCOUNTER GROUP" TECHNIQUES THAT PUT PEOPLE ON THE SPOT.

VERY GOOD SESSIONS, VERY PRODUCTIVE. WE SHOULD DO MORE OF THEM MORE OFTEN.

THANK YOU FOR CONSIDERING OUR NEEDS. A LIBRARY EMPLOYEE NEEDS TO BE WELL INFORMED OF IMPROVEMENTS.

THIS DAY HAS BEEN VERY GOOD. I REALLY ENJOYED THE ENTIRE PROGRAM. A REWARDING EXPERIENCE. EXCELLENT ORGANIZATION OF THE DAY TO BE HIGHLY COMMENDED.

IT WAS GREAT.

GOOD JOB.

CRITICISM

LONGER LUNCH, SHORTER AFTERNOON AND MAKE THE FOOD STUFF MORE ACCESSIBLE.

I FEEL IN AREAS OF PUBLIC SERVICES, MORE ATTENTION SHOULD HAVE BEEN ADDRESSED IN DEALING WITH THE PUBLIC.

PERSONAL INSIGHTS

NEED TO GET MORE INPUT FROM STAFF MEMBERS ON TOPICS TO BE CONSIDERED. TOPICS SHOULD INCLUDE NON-LIBRARY OR WORK INTERESTS.

NOW WHAT ARE WE GOING TO DO? HOW DO WE IMPLEMENT OR USE WHAT WE LEARNED.

PLEASE HAVE MORE SESSIONS LIKE THIS ONE.

SAME TIME NEXT YEAR.

TODAY IT WAS WE, TOMORROW IT WILL BE BACK TO YOU & I.

TOPICS APPROPRIATE FOR FUTURE STAFF DAYS:

EVALUATIONS AND HOW THEY RELATE TO RAISES.

WORKING WITH OTHERS.

GETTING TO KNOW EACH DEPARTMENT AND ITS FUNCTION AS PART OF THE WHOLE.

INTER-DEPARTMENTAL WORKSHOPS/TRAINING.

WE NEED TO ADDRESS INTER-OFFICE PROBLEMS WHICH CAUSE LOW PRODUCTIVITY AND SELF ESTEEM.

AD HOC COMMITTEE ON IN-SERVICE TRAINING
PLANNING SCHEDULE FOR STAFF DAY

5 MONTHS	Decide on general theme Decide on approximate date Work with library administrators on funding
4 MONTHS	Select main speaker Select site and negotiate for it
3 MONTHS	Develop ideas for small groups Choose persons to lead or be responsible for planning group sessions If needed, update expanded telephone directory
2 MONTHS	Plan "mixer" activities for staff from different departments Sketch basic program Consider needs of handicapped employees
1 MONTH	Select University administrator & alternate to speak Send first memo to staff on plans Build computer database of employee names, departments, meeting options Design evaluation form for program
3 WEEKS	Query speaker/presenters on A-V needs, room set-up Plan layout of program, posters, handouts Contact caterer; discuss set-up to avoid lines
2 WEEKS	Call for luncheon reservations Confirm room set-up, A-V or special needs with conference building staff Get programs and handouts printed Distribute memos and posters regarding library closing: Media Services; Mail Services; other agencies housed in library building Order extra pencils or other supplies that will be needed
1 WEEK	Send memo detailing program scheduling location, speakers

5 DAYS	
4 DAYS	
3 DAYS	Get final attendance count Print name tags and meeting assignments
2 DAYS	Send memo to staff reminding them of time, place, food, parking, phone forwarding, supplies to bring Stuff program packets Remind Circulation Staff to make tape for answering machine for use on Staff Day
1 DAY	Advise person responsible for room set-up of expected attendance Check with speakers to re-confirm plans Remind department heads to program telephones to forward calls to Circulation Department at close of work day Transport to meeting site all posters, supplies, equipment, packets, name badges
DAY OF EVENT	Arrive early to put up welcome poster, name tags, programs Check to see that meeting rooms are properly marked Check meeting rooms for sufficiency of seating
DAY AFTER	Identify list of persons to receive letters of appreciation Tabulate evaluation responses

IN-SERVICE TRAINING COMMITTEE
MSU LIBRARIES
Memphis State University

Memorandum
To: Dr. Lester J. Pourciau, Director of Libraries

From: In-Service Training Committee, MSU Libraries
Ann Viles, Music Library
Ann Denton, Acquisitions Department
Rita Broadway, Periodicals Department
Deborah Brackstone, InterLibrary Loan
Delores Simon, Periodicals Department
Mary Pepin, Government Documents
Carla Brooks-Green, Circulation
Carol Lowry, Music Library
John Evans, Reference/Microforms Department

RE: Staff Day Support

Date: 5 August 1991

We deeply appreciate the support, time and funding you have made available to us for staff training and development. Your observation that this "is the most important thing we've done in years" fully and correctly captures the significance, value and importance we share as we prepare for this day.

We further believe this unprecedented opportunity for personal growth and development will mark a new beginning in staff training at MSU Libraries. These efforts should demonstrate that we have faith in our people, belief in our mission and confidence in our achieving the objectives of quality service to the University public.

As we mentioned in our meeting of 2 August, we realize that there is more than a little uncertainty on the part of the staff. We have endeavored to be overtly up-beat, positive, and open in our design of the program. Our intent is to convey that none of us is as good as we could be and none of us is as good as all of us working together. We know that you share our belief that our staff colleagues represent the greatest single asset and resource possessed by the library and applied by us in the service of the university. This is the latent message we seek to convey to the staff: our people and their application of their skills and talent are important to the university and worthy of our attention and support.

Your sharing of this belief and support of this program are tangible proof of your commitment and for that we are sincerely appreciative and thankful.

For your information, we have attached a copy of the final program, MSU Libraries Goals For Public Service, and a copy of the memo to Dr. Rawlins.

Memphis State University is an Equal Opportunity/Affirmative Action University. It is committed to education of a non-racially identifiable student body.

Memphis State
UNIVERSITY

26 August 1991

Ms. Joyce Mckibben, Assistant Professor
Reference Department
Memphis State University Libraries
Memphis, Tennessee 38152

Dear Joyce:

With the First Annual MSU Libraries Staff Day fresh in our minds I want to take this opportunity on behalf of the In-Service Training Committee to thank you for the excellent work you did to assure the success of the day's programming. More than 100 of the library staff members were able to attend and profit from the proceedings and enjoy the community of their peers.

You are to be specifically commended for your willingness to give up the other activities of the morning and participate in the Needs Assessment Group. Though our colleagues who attended the other sessions learned new and different things in which they had a personal interest, you participated in a session that will help us learn more about ourselves as a group of colleagues and prepare the way for future activities from which we will all benefit.

I knew my decision to ask for nominees from all of the departments was the right thing to do; however, I had no way of knowing what a good and dedicated group of library staff would be sent my way. The final report of the committee is still being prepared, but I can tell you that several of the recommendations we assembled and communicated have already been acted upon by the library's Administrative Council or other managerial and administrative units. I hope we continue to see good things come of this effort and that it will be repeated in the future.

We have every reason to believe that the success of this program, supported by your efforts and participation, will help ensure that these events will become recurring, annual activities for the library and encourage the development of further task-specific training throughout the library. Your fine contribution convinces us that the talent for, and dedication to staff development activities in this library is very real and something to be recognized and nurtured.

Sincerely yours,

John E. Evans, Ed.D.

cc. Dr. Pourciau
Department Head
File

Memphis State University Libraries/Memphis, Tennessee 38152

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MEMPHIS STATE UNIVERSITY
MEMPHIS, TENNESSEE 38152

Memphis State University Libraries

19 August 1991

Dr. Lester J. Pourciau, Director of Libraries
MSU Libraries
Memphis State University
Memphis, Tennessee 38152

Dear Les:

We the members of the Ad Hoc In-Service Training Committee want to take this opportunity to offer our sincere appreciation for all of the assistance you provided for our work in the planning and implementation for the First Annual MSU Libraries Staff Day. We hope you share our assessment that the day was a tremendous success and the start of something new and big in the future of the library.

We realize that many people will speak easily and glibly about the importance of staff training and development; we believe that it is the rare individual and library administrator who will commit the human and material resources to such an undertaking. Personally arranging for the availability of funds for Dr. Smith, the Personal Profile System instrument, personally underwriting some good meals, and, applying gentle and persistent pressure on Dr. Rawlins all contributed to the success we enjoyed in ways that few of us could begin to match and in ways that will never be fully known to the majority of the library staff. In sum, we could not have done this without you and for that we are truly grateful.

Sincerely yours,

Ann Viles
Ann Viles

Mary Pepin
Mary Pepin

John Evans
John Evans

Deborah Brackstone
Deborah Brackstone

Rita Broadway

Delores R. Simon
Delores Simon

Carol Lowry
Carol Lowry

Ann Denton
Ann Denton

Carla
Carla Brooks-Green

cc. Vice President Feisal
President Rawlins
File

An Equal Opportunity University

MEMPHIS STATE UNIVERSITY
MEMPHIS, TENNESSEE 38152

Memphis State University Libraries

24 August 1991

Dr. V. Lane Rawlins, President
Memphis State University
Memphis, Tennessee 38152

Dear Dr. Rawlins:

On behalf of the In-Service Training Committee of Memphis State University Libraries, I want to extend our deep appreciation to you for taking time from your pressing schedule to show your support for our program and our part of the University. It was a pleasure and an honor to have you as our kick-off speaker for the First Annual MSU Libraries Staff Day. Your contribution of time and attention demonstrated to the library staff your thoughtful, concerned and committed vision of the University.

Some of us were previously acquainted with you, while for most it was a first experience. Your awareness of, and interest in, information technologies, as well as your demonstrated knowledge of the problems of academic libraries is a refreshing and positive advance in our circumstances. I know I speak for all of us here when I offer our support and assistance in any way you see fit.

Sincerely yours,

John E. Evans, Ed.D.

cc: Dr. Pourciau
File

An Equal Opportunity University

MEMPHIS STATE UNIVERSITY
MEMPHIS, TENNESSEE 38152

Memphis State University Libraries

24 August 1991

Dr. Dennie L. Smith, Professor
Department of Curriculum and Instruction
College of Education
Memphis State University
Memphis, Tennessee 38152

Dear Dennie:

With the First Annual MSU Libraries Staff Day fresh in our minds I want to take this opportunity on behalf of the In-Service Training Committee to thank you for the excellent program you provided and the contribution it made to the success of the day. More than 100 of the library staff members were able to attend and profit from the proceedings and enjoy the community of their peers.

Your interesting and effective presentation on the use of type-based behavior assessment has done much to generate discussion and interaction among the staff at all levels. On nearly all of our evaluation forms you received top marks and many added personal comments of praise and approval. We look forward to follow-on activities in the matter of quality service provision and the pursuit of excellence. Your programming and insightful observations have gone a long way toward promoting this type of activity on our own. We realize that we must do the work and that now you will be a more concerned observer of our progress; let us know how we do.

Sincerely yours,

John E. Evans, Ed.D.

cc. Dr. Pourciau
File

An Equal Opportunity University

MEMPHIS STATE UNIVERSITY
MEMPHIS, TENNESSEE 38152

Memphis State University Libraries

14 August 1991

Dr. Pamela Palmer, Associate Professor
Reference Department
Memphis State University Libraries
Memphis, Tennessee 38152

Dear Pam:

With the First Annual MSU Libraries Staff Day fresh in our minds I want to take this opportunity on behalf of the In-Service Training Committee to thank you for the excellent work you did to assure the success of the day's programming. More than 100 of the library staff members were able to attend and profit from the proceedings and enjoy the community of their peers.

I want to specifically thank you for assisting me in the work of the Needs Assessment Group. Keeping a group of that nature and a facilitator like me on the right track is difficult, but of fundamental importance. From my personal point of view and the comments I have seen written and heard orally, the group did good work, represented the diversity of the staff and produced a useful and insightful enumeration of "needs" that shall point the way for future development.

We have every reason to believe that the success of this program, supported by your efforts and participation, will help ensure that these events will become recurring, annual activities for the library and encourage the development of further task-specific training throughout the library. Your fine contribution convinces us that the talent for, and dedication to staff development activities in this library is very real and something to be recognized and nurtured.

Sincerely yours,

John E. Evans, Ed.D.

cc. Dr. Pourciau
Department Head
File

MEMPHIS STATE UNIVERSITY
MEMPHIS, TENNESSEE 38152

Memphis State University Libraries

14 August 1991

Mr. Foster Bunday
Acquisitions Department
Memphis State University Libraries
Memphis, Tennessee 38152

Dear Foster:

With the First Annual MSU Libraries Staff Day fresh in our minds I want to take this opportunity on behalf of the In-Service Training Committee to thank you for the excellent work you did to assure the success of the day's activities. More than 100 of the library staff members were able to attend and profit from the proceedings and enjoy the community of their peers.

You are to be specifically commended for your mastery of the various computer programs, the creation of the staff database, the production of name tags, personalized registration letters and the scheduling of participants in their desired activities. It is skills such as these, largely unnoticed by the group at large, that create the appearance of ease and competence that allows others to look good in the process. Those of us closely involved with the "real" work understand and appreciate the significant contributions you have made.

We have every reason to believe that the success of this program, supported by your efforts and participation, will help ensure that these events will become recurring, annual activities for the library and encourage the development of further task-specific training throughout the library. Your fine contribution convinces us that the talent for, and dedication to staff development activities in this library is very real and something to be recognized and nurtured.

Sincerely yours,

John E. Evans, Ed.D.

cc. Dr. Pourciau
Ian Edward
File

MEMPHIS STATE UNIVERSITY
MEMPHIS, TENNESSEE 38152

Memphis State University Libraries

14 August 1991

Mr. Stan Whitehorn, Library Assistant
President, MSU Libraries Staff Association
Memphis State University Libraries
Memphis, Tennessee 38152

Dear Stan:

With the First Annual MSU Libraries Staff Day fresh in our minds I want to take this opportunity on behalf of the In-Service Training Committee to thank you for the excellent work you did to assure the success of the day's activities. More than 100 of the library staff members were able to attend and profit from the proceedings and enjoy the community of their peers.

Your support of this endeavor is very much appreciated and your easy-going mastery of the opening session of the day helped set the correct tone for the day. You are recognized as a leader among the staff and your contributions are significant to the success of this day and will continue to benefit the library and the University in the years to come.

We have every reason to believe that the success of this program, supported by your efforts and participation, will help ensure that these events will become recurring, annual activities for the library and encourage the development of further task-specific training throughout the library. Your fine contribution convinces us that the talent for, and dedication to staff development activities in this library is very real and something to be recognized and nurtured.

Sincerely yours,

John E. Evans, Ed.D.

cc. Dr. Pourciau
Department Head
File

MEMPHIS STATE UNIVERSITY
MEMPHIS, TENNESSEE 38152

Memphis State University Libraries

14 August 1991

Mr. Tom Foster, University Artist
Center for Instructional Service and Research
Memphis State University Libraries
Memphis, Tennessee 38152

Dear Tom:

With the First Annual MSU Libraries Staff Day fresh in our minds I want to take this opportunity on behalf of the In-Service Training Committee to thank you for the excellent work you did to assure the success of the day's programming. More than 100 of the library staff members were able to attend and profit from the proceedings and enjoy the community of their peers.

You are to be specifically commended for your patience and support in working with a committee that must have appeared at times to include a cast of thousands. We have all long recognized your skills; one day we may even have opportunity to conceive something that will approach your level of creativity. We are also pleased to note that beyond the job itself, you always seem to communicate to others a sense of valuing the client you serve and demonstrating concern for even the smallest, least demanding tasks.

We have every reason to believe that the success of this program, supported by your efforts and participation, will help ensure that these events will become recurring, annual activities for the library and encourage the development of further task-specific training throughout the library. Your fine contribution convinces us that the talent for, and dedication to staff development activities in this library is very real and something to be recognized and nurtured.

Sincerely yours,

John E. Evans, Ed.D.

cc. Dr. Pourciau
Dr. Evelyn Clement
File

MEMPHIS STATE UNIVERSITY
MEMPHIS, TENNESSEE 38152

Memphis State University Libraries

15 August 1991

Professor James Watkins
Art Department
Memphis State University
Memphis, Tennessee 38152

Dear Prof. Watkins:

On behalf of the MSU Libraries Ad Hoc In-Service Training Committee I want to take this opportunity to thank you for the assistance you provided in the preparation for and successful implementation of our Staff Day program, Monday, 12 August 1991. As you are aware, more than 100 staff were assembled from the Main Library and all of its branches for the first time, in one location, and at the same time for a day-long series of activities of considerable variety. A program of this scope is truly unprecedented in our experience. Even a committee of our size could not have fulfilled this challenge without the skilled intercession of individuals such as yourself.

We appreciate very much your making available the video tape illustrating your 3-D imaging technology. To have this technology on-campus is exciting in its own right, but for you to apply this to our planned library project is an encouraging plus. Having spent hours on specifications and concepts and scanning blue prints your first few renderings were exciting images that provided a sense of reality even if our current budget does not. We look forward to more visions of the future.

By all measures of which we are aware at this time, this program was widely successful and very much appreciated by the staff. The members of this committee are fully aware and freely acknowledge that our work would not have been so fruitful had it not been for the timely and thoughtful cooperation we received from you. We are in your debt and hope that some day we may have the opportunity to assist you.

Sincerely yours,

John E. Evans, Ed.D.

cc: Dr. Pourciau
Dr. Ranta
File

An Equal Opportunity University

MEMPHIS STATE UNIVERSITY
MEMPHIS, TENNESSEE 38152

Memphis State University Libraries

15 August 1991

Mr. Robert L. Collier
Director of Public Service
Public Service Programs
Memphis State University
Memphis, Tennessee 38152

Dear Bob:

On behalf of the MSU Libraries Ad Hoc In-Service Training Committee I want to take this opportunity to thank you for the assistance you provided in the preparation for and successful implementation of our Staff Day program, Monday, 12 August 1991. As you are aware, more than 100 staff were assembled from the Main Library and all of its branches for the first time in one location for a day-long series of activities of considerable variety. A program of this scope is truly unprecedented in our experience. Our committee could not have met its goals for this event without the skilled intercession of individuals such as you.

Of particular significance was your providing the funding coverage for the use of the rooms at the Fogelman Conference Center. Though we work in a large facility, it is specifically unusable for this sort of program activity. As I suspect you are fully aware, the proper environment can make a significant difference in the reception that programming of this nature enjoys in the minds of those attending. The Fogelman Center is, of course, a wonderful facility staffed by very dedicated representatives of the University. All things considered we could not have asked for better support or conditions. I do hope that we may call on your good offices and helpful support again.

By all measures of which we are aware at this time, this program was highly successful and very much appreciated by the staff. The members of this committee are fully aware and freely acknowledge that our work would not have been so fruitful had it not been for the timely and thoughtful cooperation we received from you. We are in your debt and hope that some day we may have the opportunity to assist you.

Sincerely yours,

John E. Evans, Ed.D.

cc: Dr. Van Oliphant
Dr. Les Pourciau
File

An Equal Opportunity University

MEMPHIS STATE UNIVERSITY
MEMPHIS, TENNESSEE 38152

Memphis State University Libraries

15 August 1991

Mr. Samuel Brackstone, Director
Fogelman Conference Center
Memphis State University
Memphis, Tennessee 38152

Dear Sam:

On behalf of the MSU Libraries Ad Hoc In-Service Training Committee I want to take this opportunity to thank you for the assistance you provided in the preparation for and successful implementation of our Staff Day program, Monday, 12 August 1991. As you are aware, more than 100 staff were assembled from the Main Library and all of its branches for the first time in one location for a day-long series of activities of considerable variety. A program of this scope is truly unprecedented in our experience. Our committee could not have met its goals for this event without the skilled intercession of individuals such as you.

The leadership, support and commitment you provide, and which is manifest in your excellent staff, creates an atmosphere of accommodation and involvement that represents Memphis State University at its best. Your organization and resources, both human and material, deserve a capital "S" for Service to the University and the community.

By all measures of which we are aware at this time, this program was highly successful and very much appreciated by the staff. The members of this committee are fully aware and freely acknowledge that our work would not have been so fruitful had it not been for the timely and thoughtful cooperation we received from you. We are in your debt and hope that some day we may have the opportunity to assist you.

Sincerely yours,

John E. Evans, Ed.D.

cc: Dean Baskin
Dr. Pourciau
File

An Equal Opportunity University

MEMPHIS STATE UNIVERSITY
MEMPHIS, TENNESSEE 38152

Memphis State University Libraries

14 August 1991

Ms. Carol Lowry, Library Assistant
Music Library
Memphis State University Libraries
Memphis, Tennessee 38152

Dear Carol:

With the First Annual MSU Libraries Staff Day fresh in our minds I want to take this opportunity on behalf of the In-Service Training Committee to thank you for the excellent work you did to assure the success of the day's programming. More than 100 of the library staff members were able to attend and profit from the proceedings and enjoy the community of their peers.

You are to be specifically commended for presenting and moderating the discussion of the featured films of the morning session on "Telephone Manners" and the always timely "Problems, Problems and Less Problems." The evaluations indicate that these were well received and enjoyed by those in attendance.

Additionally, Carol, I know I speak for the other members of the committee when I commend you also for the masterful way in which you attended to so many of the details and controlled so many diverse and independent agents of the committee. Many of us have "talked behind your back" but only in the most complimentary of terms. We know that much of our success in this endeavor can be directly attributed to you. Sincerest thanks for a job done well.

We have every reason to believe that the success of this program, supported by your efforts and participation, will help ensure that these events will become recurring, annual activities for the library and encourage the development of further task-specific training throughout the library. Your fine contribution convinces us that the talent for, and dedication to staff development activities in this library is very real and something to be recognized and nurtured.

Sincerely yours,

John E. Evans, Ed.D.
MSU Libraries

cc. Dr. Pourciau
Dr. Ann Viles
File

An Equal Opportunity University

Memphis State UNIVERSITY

MEMPHIS STATE UNIVERSITY LIBRARIES

Memorandum

To: Microforms Staff and Students

From: Ora Taylor, Microforms Department Supervisor

Subject STUDENT ORIENTATION

Date: 7 September, 1991

As part of student orientation, I will conduct several training sessions. These sessions will help enhance your public service skills and help each of you become a more qualified team member. I will require each student as well as regular staff member, take on a more professional, efficient, and effective role while working in Microforms. Each student will be notified of the date, time and session to attend. Every student must attend each session.

TRAINING SESSIONS

Session #1 - Telephone Manners - you will learn proper telephone manners, and how to use telephone features.

Session #2 - How to Use Online Catalog to Find MSU Libraries periodicals Holdings

Session #3 - Movie - "Problems, Problems and less Problems" (How to professionally deal with library patrons, especially problem patrons)

If you have any questions regarding the Student Orientation training sessions, please feel free to talk with me.

ot

c. John Evans

Memphis State University is an Equal Opportunity/Affirmative Action University. It is committed to education of a multi-racially identifiable student body.

MSU LIBRARIES ONLINE CATALOG
MSU LIBRARIES PERIODICALS HOLDINGS

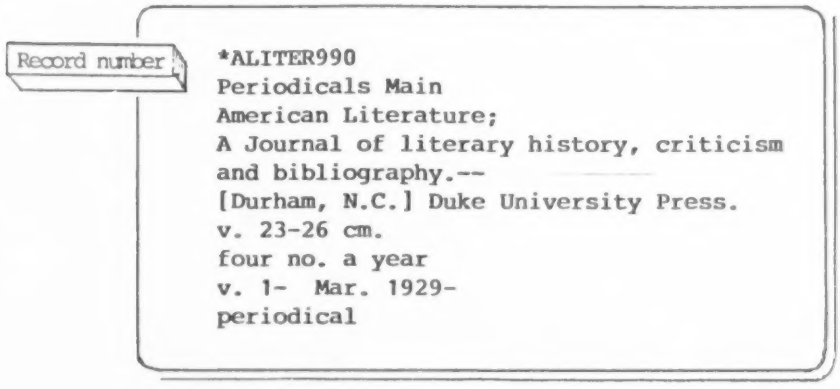
TO SEARCH FOR A SPECIFIC TITLE:

Begin with a period [.] Type the title. TYPE a dollar sign [$]

PRESS the [Return] key.

EXAMPLE: .American Literature$ [Return]

The screen will display the following record:



Note that this is a short record and does not give full holdings of this particular journal nor does it give Microform holdings.

In order to get the entire holdings you will need the **full bibliographic record**

TO GET THE FULL BIBLIOGRAPHIC RECORD:

If there is only one entry (bibliographic record) matching the search request, the full record will automatically display.

When there is more than one entry matching the search request, the short record format will display. All satisfying entries will scroll on the screen until all have been displayed or until the command is entered to stop.

TO GET FROM THE SHORT RECORD TO THE FULL RECORD:

*Stop the scrolling- PRESS ([CTRL] and [P] and [RETURN]
*Wait for response (What do you want to do?)
*Type FUNC, Wait for prompt (Title?)
*Press [RETURN]
*Type in record number on the top line of the bibliographic record
*Press [RETURN]

(over)

TELEPHONE MANNERS

The Microforms Department receives between 15-20 telephone calls per day. The majority of these calls are for information such as hours of service, or availability of an item. Occasionally, we will receive reference questions of a more involved nature. The following guidelines should be followed in using the telephone:

1. Answer the phone by saying, example "MSU Libraries, Microforms Department, this is Ora."
   Answer as clearly and politely as possible

2. Answer any questions you are 100% sure of. Refer anything else to the staff member on duty.

3. If you receive a call for another person who is present, say "One moment, please," and give the telephone to that person.

4. If you need to use the HOLD feature, (HOLD keeps a call waiting while you check records, check to see if a staff member is in, or make another call) first:
   -Inform the caller that you are placing him or her on HOLD. Ask the caller, "Could you hold, please?"
   To put a call on hold:
   PRESS SWITCHHOOK and DIAL HOLD ACCESS CODE (104)
   To return to call on hold: (you will hear dial tone, or silence)
   PRESS SWITCHHOOK and DIAL HOLD ACCESS CODE (104)

5. If you receive a call for a person who is not immediately available, take a message. Write down the following information on the pad located next to the telephone.
   -Whom the call is for
   -Name and message of the caller
   -Time and date the call was received, and
   -your initials
   Remember to verify correct spelling and pronounciation of names of individuals, and to read back to caller all the information. Then place the note in the persons mailbox.

6. **TRANSFER** - To transfer a call follow these procedures:

-Inform the caller that you are going to transfer his/her call.

-Place him on hold by slowly depressing SWITCHHOOK

-Dial the number you are transferring to. (last four digits)

-Inform the person whom answers, that you are transferring a call.

-The two parties are connected and you may now hang up.

77. Call Waiting allows a caller to a busy single line voice terminal to wait for an answer. Caller will hear call waiting ring back tone; called party hears **1 beep** for an internal call, and **2 beeps** for an outside call.

To answer a waiting call after completing present call:

-complete call and hang up (you'll be rung back if the caller is still waiting)

To answer a waiting call by holding present call:

-**PRESS SWITCHOOK** and **DIAL CALL WAITING ANSWER/HOLD ACCESS CODE (106)**
(Present call is put on hold and you are connected to the waiting call)

TO return to call on hold:

-**PRESS SWITCHHOOK** and **DIAL CALL WAITING ANSWER/HOLD ACCESS CODE (106)**

8. To make an on-campus call - dial last 4 digits of number
To make an off-campus call - dial "9" followed by the seven digit phone number.

All Microforms personnel must conduct themselves as professionals while using the telepnone as well as providing services to our patrons. The telephone in the Microforms room is a business phone. Please do not make personal calls unless absolutely necessary. If patrons ask to use the telephone, politely inform them that there are pay phones in the lobby.

TELEPHONE MANNERS CHECK LIST

CALLERS "SEE" YOUR COMPANY THROUGH YOU. GOOD FIRST IMPRESSIONS ARE VITAL!

REVIEW OF BASIC TELEPHONE MANNERS

1. Everyone in your company should know what features are available through your company's telephone system. . . and. . . how to use them.
2. Each call that comes in could be a *current* or *future* customer, and their decision to do business with your company will depend largely on *your* ability to be warm, friendly and professional.
3. Observe the "GOLDEN RULE" with *each* telephone conversation, regardless of who the caller is—customer, supplier, or someone who works with you.

TEN RULES TO REMEMBER

1. Hold the receiver so that you can be heard properly, not clamped between your shoulder and chin, for example. Use your normal conversational voice to speak directly into the mouthpiece. If you are using a speakerphone, make sure you know its limits.
2. Never speak with objects such as gum, candy, a cigarette, food, a pencil or pen, in your mouth.
3. Speak clearly and firmly and as an authority about the subject you're discussing.
4. Speak as slowly as required to be understood, but avoid sounding monotonous. Add punctuation, vary your pace and your pitch. Your caller will become a better listener. Also, use the shortest, simplest words you can to make your points.
5. Don't become annoyed if the caller asks you questions that seem unnecessary.
6. Go out of your way to be helpful, but don't keep your caller on the phone with unnecessary conversation.
7. Don't use slang, abbreviations, or technical language.
8. Be a good listener.
9. Create an end to your telephone conversation that is as pleasant and professional as its beginning.
10. Always *smile*.

ALWAYS BE PREPARED

1. First, always know where the people in your area are if you are responsible for covering their phones while they are away. Bosses, managers and co-workers can help by telling you where they can be reached, and when they plan to return. And, you should do the same for them when you are going to be away.
2. Become familiar with the people, departments, functions and locations within your company so you can quickly redirect any calls coming to you accidentally. If there is a question about who should handle a call, don't guess—ask your supervisor.
3. Always have a pen and message pad within easy reach.
4. Here's another hint: Be prepared to write difficult, hard-to-pronounce names phonetically.
5. To communicate effectively, you need to be in the proper frame of mind. If you make a mistake, recognize it and apologize, if necessary.
6. If the caller is rude, difficult, mad, or just irritated, politely ask them if you may place the call on hold, explaining that you are trying to solve the problem. Then, take a deep breath and compose yourself. Consider the options. If you decide that you can't help, quickly locate your supervisor or someone else in authority and let them take over the call.

PROJECT YOUR PROFESSIONAL IMAGE

1. Answer the call promptly.
2. Identify yourself and your department.

3. Use your caller's name.
4. Make detailed notes for yourself or take a detailed message. Follow up on anything you and the caller discussed, immediately. Any urgent information such as a limited time for a response, an appointment time change, or other special notes must be pointed out when the message is delivered.
5. Verify correct spelling and pronounciation of names of companies and individuals.
6. Read back all the information.
7. If you must put the caller on hold to gather information or transfer a call, first, ask permission to do so. . . then, act quickly. If the task takes longer than a minute, return to the call and reassure the caller that you are still trying. If you can't accomplish what has been requested, tell the caller that you are transferring the call to someone who *can* help, or, offer to take a message.
8. When you are going to be away from your desk, make sure that someone can cover your phone for you. Let them know where to reach you and when you will be back.

YOU CAN SCREEN CALLS EFFECTIVELY

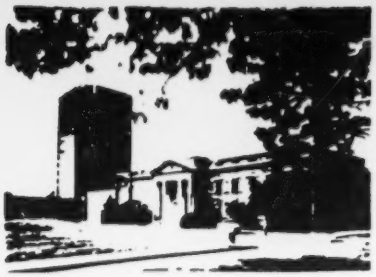
1. Instead of saying "Who's calling?," why not say, "May I tell Mr. Smith who is calling, please?"
2. Insteading of saying, "He's in a meeting and can't be disturbed," why not say, "He is away from his office at the moment. I'll be glad to try and help you, or find someone who can."
3. If you've been told to hold all calls, but one comes in that you know is important enough to override your instructions, politely place the call on hold, then take a note and hand it to the person being called (if possible).

WHEN YOU ARE PLACING A CALL

1. Before you place a call, stop and think about the points you want to cover in your conversation.
2. If there is more than one purpose for the call, make a list or an outline, and be prepared to take notes as the conversation progresses.
3. Always be certain that you state your needs clearly.
4. Identify yourself immediately, and ask for the person you wish to speak to be name or title if possible.
5. You should also give your company's name.
6. If your call is a referral from a mutual acquaintance, inform the person who answers of that fact.
7. Always be polite, say "please" and "thank you."
8. Don't be impatient with someone because they can't put you through to the person you're calling.
9. Don't create a negative feeling about you and your company.
10. Find out when the person you are trying to reach will be available. Then, you can decide whether to speak with someone else, leave a message or call back later.
11. If you leave a message, remember to be clear and concise and provide accurate information and phone numbers.
12. Don't lose your professional composure.
13. When someone makes *you* feel good about calling their company, *TELL THEM ABOUT IT!*
14. Listen to what the other person is saying. Concentrate!
15. Take notes during the phone call, if necessary. Expand on your notes afterwards for absolute clarity.
16. Never interrupt when someone is speaking.

TELEPHONE MANNERS CAN MAKE OR BREAK ANY BUSINESS

Remember to always use appropriate telephone manners. Your callers deserve the same courtesy they would get if they visited your office.



Memphis State University

MSU LIBRARIES' NEWS

From the Director's Office

Volume 7, No. 5, August 28, 1991

From all reports, our MSU Libraries' Staff Day was an unqualified success. Particularly, the remarks of President Rawlins set the tone for the day, and we all learned something about the libraries and about ourselves. I have recently written to the committee that planned this activity to compliment them on their fine efforts. It would be appropriate for you to compliment them also. They are: Deborah Brackstone, Rita Broadway, Carla Brooks-Green, Ann Denton, John Evans, Carol Lowry, Mary Pepin, Delores Simon, and Ann Viles.

In keeping with the spirit of the MSU Libraries' Staff Day, the 26 August, 1991 issue of Update, page 5, includes a message (From The President ...). The topic of his message is of first rank importance to the MSU Libraries in its role as a service organization to our campus and to our community. What is the topic? Telephone etiquette! We invite your attention to this brief item and recommend it to you as one of paramount value.

* * * * * *

Ian Edward notified us of a package received last week, and mailed anonymously from somewhere in Michigan. It contained a copy of Players at Work by Morton Eustis. This book was purchased by the MSU Libraries in 1949 for $1.50. It had been noted in our records as missing since 1967.

* * * * * *

We have recently been informed that Betsy Park has been elected to the Faculty Senate for the coming academic year. We can all rest assured that she can represent us well.

* * * * * *

At the risk of engaging in overkill, your should all know that budget reductions experienced by the University have been initiated or planned, and the current staffing of the Libraries will not be reduced. We did experience a hiring freeze for three positions, but there will be no more, and there will be no further reduction of staff.

* * * * * *

As most of you know, Saundra Williams is away in Paris, France with her husband for one year. Several months ago, some reference was made to her being on a "Sabbatical," and I have been asked about this by two different persons. You should know that Saundra is on an unpaid leave of absence, and that Memphis State university has no Sabbatical Leave Program.

* * * * * *

Deborah Brackstone and Janelle Rudolph received a request from Judie Malamud, Library Director at Albert Einstein College of Medicine of Yeshiva University in New York, for permission to make multiple copies of their article, "Too Many Scholars Ignore the Basic Rules of Documentation." Ms. Malamud saw the article in the April 11, 1990 issue of The Chronicle of Higher Education, and wants to distribute it to their graduate students.

* * * * * *

Michele Fagan received a request to publish her manuscript on the Kennedy Hospital in the summer 1992 issue of the Tennessee Historical Quarterly. Also, Michele spoke to the Veterans Administration Nurses Association on "The Mississippi Valley Collection: Purpose and Goals," on August 27. This is a group of retired VNA nurses.

* * * * * *

Since the last issue of this newsletter, we have received copies of several complimentary notes/letters about the following persons:

Dr. Bruce W. Speck, English, to Beth Baur, Documents, for an excellent presentation on government documents to his technical writing class.

Mr. L. D. Beghton, Graphic Designer, Archer Malmo Firm, to Ed Frank, Special Collections, for his help with reproducing photographs from the MVC Collection.

Janice Rhyan, Periodicals, from J. McFarland, a patron, for her help in retrieving a copy of an article.

Ms. Susan Simons, Director, Freshman Orientation Program, MSU, to Pamela Palmer, Reference, for an informative talk and tour of the library.

Marilyn Steele, Chemistry Library, from Dottie Marshall of Agrolinz, Inc.; from Susan Turnage, a user; and from the Vice President of Technical Operations of the Aladdin Company, Inc.; all expressed appreciation for Marilyn's assistance with library services.

Bobbette Walker, Special Collections, from Beatrice Bisio, a user, for the courteous and helpful manner in which Bobbette helped her.

* * * * * *

1991-1992

SCHOOL YEAR CALENDAR

MEMPHIS CITY SCHOOLS

Aug. 26-28: Administrative days.
Aug. 27: Registration for grades K-6 and 10-12; in-service day for teachers of grades 7-9.
Aug. 28: Registration for grades 7-9; in-service teachers of grades K-6 and 10-12.
Aug. 29: In-service day for instructional supervisors.
Aug. 30: Administrative day.
Sept. 2: Labor Day holiday.
Sept. 3: Classes begin.
Sept. 27: In-service day; Mid-South Fair holiday.
Oct. 23: First report card issued.
Nov. 28-29: Thanksgiving holidays.
Dec. 11: Second report card issued.
Dec. 21-31: Winter break.
Jan. 1: New Year's Day.
Jan 16 -17: First semester exams.
Jan. 17: Last day of first semester.
Jan. 20: Martin Luther King Jr. holiday.
Jan. 21: Administrative day.
Jan. 22: In-service day.
Jan. 23: First day of second semester.
Jan. 29: Third report card issued.
March 18: Fourth report card issued.
April 15: In-service day.
April 16-20: Spring Break holidays.
May 6: Fifth report card issued.
May 27-28: Senior exams.
June 3-4: Second semester exams
June 4: Last day of classes.
June 5: Administrative day.
June 6: Sixth report card issued.

SHELBY COUNTY SCHOOLS

Monday: Administrative day.
Tuesday: In-service day.
Wednesday: Registration all classes.
Aug. 15-16: In-service days.
Aug. 19: First day of classes for first semester
Sept. 2: Labor Day holiday.
Sept. 20: In-service (Mid-South Fair holiday).
Oct. 2-4: First report card issued.
Nov. 13-15: Second report card issued.
Nov. 28-29: Thanksgiving holidays.
Dec. 18-19: First semester exams.
Dec. 19: Last day of first semester.
Dec. 20: In-service administrative day.
Dec. 21-Jan. 5: Winter Break.
Jan. 6: In-service day.
Jan. 7-10: Third report card issued.
Jan. 7: First day of second semester.
Jan. 20: Martin Luther King Jr. holiday.
Feb. 26-28: Fourth report card issued.
March 9-13: Spring break.
April 15-16: Fifth report card issued.
April 17: Good Friday holiday.
May 26-27: Second semester exams.
May 27: Last day of second semester and sixth report card issued.
May 28-29: Administrative days.

NL91-92-45-02/130

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Memphis State UNIVERSITY

MEMPHIS STATE UNIVERSITY LIBRARIES

Memorandum

To: In-Service Training Committee (distribution below)

From: Lester J. Pourciau
Director of Libraries

Subject: MSU Libraries' Staff Day

Date: August 27, 1991

I want to thank you for the wonderful effort you made toward making the first annual MSU Libraries' Staff Day an unqualified success. I think we can all agree and feel proud that it was an important and significant accomplishment. You, as a committee, showed clear and unmistakable leadership in putting the program together, and I am genuinely impressed by the skill and efficiency with which you accomplished your task.

From the various reports and comments I have seen or heard, I think the day was valuable and important to the entire staff in attendance; those who were absent recognize that they missed something important.

I still think that this was one of the most important things that the Library has ever done.

Thank you.

lg

Distribution: Deborah Brackstone, Interlibrary Loan
Rita Broadway, Periodicals
Carla Brooks-Green, Circulation
Ann Denton, Acquisitions
John Evans, Reference
Carol Lowry, Music Library
Mary Pepin, Government Documents
Delores Simon, Periodicals
Ann Viles, Music Library

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IN-SERVICE TRAINING COMMITTEE
MSU LIBRARIES
Memphis State University

Memorandum

To: Dr. Lester J. Pourciau, Director of Libraries

From: In-Service Training Committee, MSU Libraries
Ann Viles, Music Library
Ann Denton, Acquisitions Department
Rita Broadway, Periodicals Department
Deborah Brackstone, InterLibrary Loan
Delores Simon, Periodicals Department
Mary Pepin, Government Documents
Carla Brooks-Green, Circulation
Carol Lowry, Music Library
John Evans, Reference/Microforms Department

RE: RECOMMENDATIONS OF THE IN-SERVICE TRAINING COMMITTEE

Date: 13 September, 1991

Attached please find the recommendations of the Ad Hoc In-Service Training Committee. The committee has reviewed the Staff Day experience itself and the staff responses to and evaluation of that effort, as well as taking its own counsel with all due deliberation and herewith offers these recommendations for your consideration and presentation to the Administrative Council in session 17 September 1991.

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RECOMMENDATIONS
OF THE
AD HOC IN-SERVICE TRAINING COMMITTEE

Presented to the Director of Libraries
and the Administrative Council
Memphis State University Libraries
September, 1991

A. The MSU Libraries should formally create a staff development committee as a permanent, standing committee of the MSU Libraries with the following charges:

1. The primary responsibility of the committee will be to develop and plan the Annual Staff Day for the period immediately following summer commencement.

2. As secondary charges the committee will:

a) Promote training and special development activities for library-wide participation and attendance, to be scheduled as opportunities become available, preferably during the Winter and Spring inter-semester breaks.

b) Maintain contact with the MSU Libraries' administrative officers and functions advising on problems, needs, and other activities.

c) Communicate with departments and branches about providing specialized training and support deemed beneficial.

3. Be receptive to and supportive of suggestions, comments and solutions to problems, encouraging staff participation and involvement and eliciting the support of the library and university.

4. Articulate these purposes and activities in clearly stated, annually reviewed and amended goals and objectives.

B. The committee shall comprise three (3) library faculty, four (4) library classified employees and the chair of the "New Staff Orientation Committee" as voting members. In addition, the current chair of the MSU Libraries' Staff Association and the University Artist will serve in ex officio, advisory capacities.

1. The current members of the committee agree to serve through May, 1992, at which time two faculty and three classified employees will retire from the active committee to be replaced by two new members in each category. The remaining members of the original committee will serve until May 1993. At the replacement of retiring members, new members will serve for two (2) years, affording a rotation of responsibility and assuring programming continuity.

2. The committee will nominate replacements for the successive retiring members with the advice and consent of the Director and the Administrative Council.

3. The committee will design its own structure, internal governance and processes subject to its own review and amendment as the need arises, designating, at minimum, the member responsible for external communication to the library administration and others.

4. The committee will meet at least monthly, more frequently as needed, to maintain an active role in staff training and development.

SPECIFIC COMMITTEE ACTIONS AND PLANS,
SEPTEMBER 1991 -- MAY 1992

1. Plan and provide for the viewing and discussion of the films on telephone etiquette and problem solving shown at the Staff Day for those unable to attend.

2. Monitor the progress of addressing the assessed needs.

3. Plan and provide Training and Development programming for the Winter break, December-January, 1991-1992 and May 1992.

4. Contact departments to identify training staff. Convene meeting of these trainers to assess needs and resources available.

5. Convene and facilitate meeting of departmental student supervisors to develop library-wide student orientation and training program for all student employees.

6. Begin process of identifying the common body of knowledge required of all library employees to successfully discharge their responsibilities.

7. Renew development of library-wide policy and procedures document.

8. Investigate and propose appropriate mechanisms to implement a campus-wide library service needs assessment.

9. Develop and implement a program of "Department of the Month" for informative, library-wide attendance promoting knowledge and understanding of the role, function, and tasks of each department, branch, or activity.

10. Study and recommend options for library service training and for the development of incentives and support mechanisms to enhance quality service and achieve excellence.